



# **Quality Assurance Tools for the Management of Internationalization**

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“Quality Assurance Tools for the Management of Internationalization”

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# **Quality Assurance Tools for the Management of Internationalization**

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The book is devoted to the analysis of experience in management of international relations of the Universities participating in the Project “Quality Assurance Tools for the Management of Internationalization”. It may be useful for the staff of higher educational institutions and regulatory bodies involved in management of international activities in education.

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# PREFACE

*Birgit Bruns\**

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The past two decades have seen fundamental changes to the university landscape. Universities now face an increasing amount of competition with each other both on the national and international levels. We see competition in just about every university realm: Every institution strives for the best and the brightest students and scientists; wants a maximum amount of funding; and aims to achieve the best in technological innovation. These are fundamental, multifaceted challenges that a university in the 21<sup>st</sup> century can successfully overcome only through international excellence.

Internationalization is no longer - nor was it ever - a short-lived trend. Long gone are the days when it was a secondary task that only a few people at the university were responsible for. And no future-oriented university can afford to see internationalization as an «optional extra» that it only sporadically pursues with a minimal amount of resources and effort and without any means of sustainability. Internationalization isn't just for «the best» universities. It's now something that every university needs.

Excellence cannot occur without international cooperation, networks, and exchange. Networks and cooperation on an international level are keys to solving the problems found within society, both today and in the future. What this means is that all universities even the smaller ones need to develop a strategic direction for their internationalization in a fashion that will allow them to thrive in the future. To put it another way: Internationalization is now a core task of all universities, and contains the potential to elevate an institution's overall competitive position.

Universities in the former Soviet Union increasingly have internationalization as one of the main strategic goals of their university's strategy. A strategic approach, however, requires the move from a mere individual, incidental and peripheral perspective towards an institutionalized and professionalized process of internationalization. This also requires a paradigm shift in the daily work processes in all areas dealing with internationalization, from the more or less incidental and individually oriented work processes of today towards professionalized protocols applying the parameters of quality assurance in internationalization.

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The exchange of experiences and the discussion with international partners at conferences, workshops, meetings, and international work groups play an important role in achieving successful project results both internationally and within individual countries. The three years of the «Quality Assurance Tools for the Management of Internationalization» (QATMI) project, sponsored by the TEMPUS program of the European Commission, saw this kind of dialogue among its different partners. An ongoing benchmarking will continue between the eight institutions following the project's conclusion.

QATMI pursued the following aims:

- The self-assessment of the state of the art of their internationalization of eight universities involved in the project in five different Tempus program countries (Armenia, Azerbaijan, Belarus, the Russian Federation, as well as Ukraine), and the definition of performance gaps as part of this process.
- The development and establishment of internationalization goals for the participating universities.
- The creation of a training program to assist in the achievement of the individual work programs and internationalization goals.
- A second self-assessment / benchmarking after two years as a means to check how well the recommended measures were implemented.

It became clear during the implementation of the project goals that there was no one single way to determine and establish a universal internationalization concept. What we found was that each individual context at the participating universities had to be respected and taken into consideration in order to achieve an individual, custom-fit internationalization strategy for each institution. The QATMI project universities, from the 35,000-student Belarusian State University; to medium-sized regional institutions such as the Zaporizhzhya National University; all the way to the smaller institutions like the Yerevan State Academy of Fine Arts and its 900 students; are a reflection of the multifaceted variety within the international university world, and clearly show why individualized internationalization is such a necessity.

The university of the future is international. After all, internationalization doesn't just increase innovation and creativity in research, study, and teaching. More importantly, it enriches the entire culture found at a university.

This volume is written especially for internationalization officers, policy-makers and other staff in higher education involved in internationalization and its quality assurance.

I would like to thank all contributors to this volume who have been so generous in sharing their knowledge. Their practical examples and theoretical

background information have significantly contributed to the value of its content.

I am very grateful for the valuable input of the team from the Institute for International Relations (IIR) at Taras Shevchenko National University of Kyiv and would like to especially thank Prof. Dr. Oleksandr Shnyrkov as well as Assoc.Prof. PhD Oleksii Chugaiev for their commitment during the publication process.

# QUALITY ISSUES IN THE BOLOGNA PROCESS

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## **Foreword**

The aim of the present paper is to present a general overview of the issues connected with quality and internationalization in the area of higher education from several perspectives – historical, European, national and local. It is not the aim (of the author) to give any universal solution or advice, nor even to provide a comprehensive description of the subject. The objective is to discuss the many-sided approaches to QUALITY from the perspective of the Bologna Process, with particular references to the situation in Poland as a country of dynamic changes after 1989, when social and political transformation began, and the accession to the European Union in 2004. The paper analyses the quality problem at different levels – from top European and national perspectives, down to the university level.

Some terms used in QUALITY are difficult to translate, not only because of language problems but also due to different cultures and traditions of higher education. Therefore the author has added a mini-glossary of terms and expressions.

## **Introduction**

Internationalization is usually considered to be a synonym of positive trends and effects. It is believed that it leads to peace and democracy and mutual understanding between countries and nations.

Some bibliographic sources differentiate between «internationality» and «internationalization», the first one being defined as a state while the latter is a process. [Measuring success in the internationalisation of higher education, EAIE Occasional Paper 22, Amsterdam 2009, p 65]. For reasons of simplicity the term internationalization will be used in the present text to cover the two meanings.

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In the area of higher education internationalization is considered as one of the instruments to improve the quality of education and research. Internationalization is regarded as a humanistic value, sometimes opposed to pure commercialisation and economic benefit.

The concept of quality is not new. But what really is quality? Some people say that there is no definition of quality – you just know it when you find it. It is usually defined as excellence, in reference to some standards. It is reasonable to state that ‘quality’ relates to a process, while ‘standards’ refer to outcomes or results [Jethro Newton, «What is quality?», Embedding Quality Culture in Higher Education – A selection of papers from the 1st European FORUM for quality assurance, EUA, Brussels 2007].

Quality assurance is a very complex issue and different possible approaches can be found in the literature [M. van de Wende, Quality Assurance in Internationalisation, EAIE Occasional Paper No 10, Amsterdam 1996], e.g.:

- formal-legal perspective;
- subject / disciplinary perspective;
- business / economic perspective;
- consumer-oriented perspective;
- labour market perspective;
- organisation development perspective.

Every institution must set clear goals and make a choice of quality concept for itself.

Different aspects and steps have to be undertaken, such as the following:

- Quality definition – what the HEI wants to achieve.
- Quality assessment – the state-of-the-art now.
- Quality improvement – what is needed to move forward.
- Quality assurance – how does the HEI organise the three above activities.

National accreditation agencies and international-level networks of such agencies offer help and assistance to Higher Education Institutions (HEIs) that all contribute to the development of the European Higher Education Area (EHEA).

## **European level**

### ***Bologna – before and in the future***

Bologna was not the starting point of the process. Long before, different groups of rectors and decision-makers undertook a dialogue and started working on quality issues to create a model to for other countries to follow. New solutions were sought for the universities to respond to the challenges of the modern world.

In the past, isolated and unrelated activities were observed, but were not named «internationalization». Beginning from the 1980s, multidimensional changes started to be introduced along with «globalisation» and rapid growth of higher education and its increasing costs, involving public and private sources.

In 1988, on the 900th anniversary of Bologna University, the Magna Charta Universitatum was signed by nearly 400 rectors taking part in the celebrations. The document set out the outlines of modern universities and their mission to society. In 2010 the number of universities that signed and observe the Magna Charta Universitatum reached over 720! [Making the Magna Charta Values Operational – Theory and Practice, Proceedings of the Magna Charta Observatory, Bologna 2010].

In July 1999 the key document was adopted – **The Bologna Declaration**, signed first by 29 countries. As it says, one of the objectives was to «search for a common European answer to common European problems.» By now it has been signed by 47 countries, going far beyond the European Union.

Biannual meetings followed: in Prague 2001, Berlin 2003, Bergen 2005, London 2007, Leuven 2009, where new concepts were discussed. But the issue of quality was there from the very beginning, supplemented by new concepts, especially in the Berlin and London Communiqués.

The role of international organisations in the development of quality assurance cannot be neglected – EAIE (European Association for International Education) conferences should be highlighted, where quality and internationalization were always at the focus (especially during the 6th Conference in London). CRE, ACA and EUA should also be mentioned.

In March 2000 the Lisbon Strategy was launched by the European Council with the aim of making the EU «the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion» by 2010.

The strategy was a desperate response to Europe's aspiration to diminish the ever-growing gap with the American economy and the rising new «tiger» economies in the East. However, we have to remember that in America the quality assurance issue has a long tradition.

At present, from the perspective of the year 2011 one can state that we are only halfway there. There are voices of doubt whether this concept was right and successful, and some even see signs of a failure. Nevertheless, from the early 2000s the two Declarations have been the sign-posts for the development of higher education. Two main goals were formulated as:

- competitiveness of the European System of higher education;
- mobility and employability in the European realm [The follow up of the Bologna Declaration, Conference of Directors General for Higher Education and Heads of the Rectors Conferences of the European Union, The National Unions of Students in Europe, Committee on Prague, 2001].

To achieve this and reinforce the attractiveness of European education, a complex concept of creating a European Higher Education Area was put forward [Towards the European Higher Education Area, Communiqué of the Meeting of European Ministers in charge of Higher Education, Prague, May 2001]. It did not mean unification but harmonisation of different systems and maintenance of diversity as a strength [Bernd Waechter, European Universities must Adapt in the Era of Global Competition, Chronicle, December 7, 2001]. Building on similarities and benefiting from differences, the following assumptions were adopted:

- Implementation of a 2-cycle system.
- Promotion of mobility of students, teachers and researchers.
- Study programmes in foreign languages to enable mobility.
- Credit-accumulation system – ECTS as a measure of the accumulation of students' achievements; a conversion instrument.
- Lifelong learning – the work force is growing older and the population of younger people is decreasing.
- Easier and flexible recognition of qualifications, including implementation of the Diploma Supplement.
- Full implementation of Qualification Frameworks supported by a formal but transparent quality assurance system, cooperation in quality assurance.

All these were to enhance the readability and comparability of European educational systems and degrees.

Higher Education has to demonstrate that it cares about quality and is willing to implement quality tools. European universities have had to wake up to the new reality. And not only universities, but all stakeholders must be involved (e.g. graduates, parents, employers) in order to respect their needs and enhance motivation.

## *Quality and internationalisation*

Internationalization has become a routine approach at institutions of higher education worldwide, even at the smallest and newest ones. Mobility has become a mass movement, from a simple exchange to the big business of recruitment, from a small elite group to a mass phenomenon [«The end of internationalisation», U. Brandenburg & H. de Wit, EAIE Forum Winter 2010, Amsterdam 2010]. There are around three million mobile students

per year. It is considered positive and inspiring to find oneself in a new environment at a young age. It is also beneficial for young scientists – spending some time in a leading laboratory is priceless at the beginning of a professional career. Other benefits can be enumerated e.g. feeling European, developing personal skills, and upgrading language competence.

Internationalization is also beneficial for the universities as institutions. Students from abroad who wish to come and study help build the international reputation of the HEI and impose higher quality. A study offer in foreign languages is prepared and domestic students may also profit from it. Exchange teachers and researchers as well as international staff training give an international dimension to the classes and international students are visible on the campus and stimulate home students to be open to other cultures and learn languages.

Thousands of bilateral agreements of cooperation have been signed by European Universities but now it's time to transfer from quantity to quality. Networking – yes!, but a careful choice of partners should be consciously done, taking into account the quality and academic performance of the cooperating universities. The level of the receiving university may not always be higher, but it does have to be comparable. But how are good effects to be achieved with people moving between countries, taking courses at different HEIs, in different educational systems and from different kinds of education providers? The question is how can the level be recognised and how can internationalization be measured? Indicators of internationalization can be used, e.g. the number of lecturers from abroad, visiting professors and researchers, international, outgoing and incoming students, the number of joint/double/multiple diplomas, the number of international projects, the level of third party funding of international cooperation, the number of posts in the international units, international services (admission, counselling, tutoring) etc. [Measuring success in the internationalisation of higher education, EAIE Occasional Paper 22, Amsterdam 2009, p 75] On the other hand there are rankings of HEIs published by many different journals and done by a variety of institutions, including ministries of education. But a big question can be asked concerning their reliability. It can be suspected that those listed at the top will easily approve of the comparisons, while those at the bottom will search for faults in the method [EAIE Occasional Paper 19, Amsterdam 2006, pp.27-28]. As long as, for example, the number of Philadelphia list publications is put together with the number of chairs in university classrooms and an average factor is a determinant of the HEI's performance, the rankings cannot be taken seriously in the evaluation process.

The answer is Quality Assurance! Only a proper quality policy can be an essential instrument in building trust on the qualifications and credits delivered by different institutions, especially if they operate in different countries.

In 2006 the European Quality Charter for Mobility was adopted as a reference document to ensure that exchange students and staff have a positive experience [Recommendation No 2006/961 of the European Parliament and the Council of 18 Dec. 2006, Official Journal L 394 of 30.12.2006]. It defines 10 principles of a successful stay abroad: information and guidance beforehand, a learning plan, personalisation, general preparation, linguistic aspects, logistical support, mentoring, recognition, reintegration and evaluation, commitments and responsibilities – quality criteria implemented by all sides.

Thus, quality assurance has become international – it is no longer confined within the boundaries of countries but must be mutually recognised by the cooperating parties.

### *Internationalization of quality*

As mentioned above, quality is no longer a local or even national responsibility. Evaluation standards in each country must be known in other countries and their validity recognised and easily comparable.

The history of European quality assurance is short, especially when compared to American and Australian developments. The topic was discussed at the NAFSA Conference in 1979! The movement that started in Scandinavia and the UK 30 years ago began in Poland only 10 years ago. Therefore we have to work hard(er) to catch up with more advanced countries.

Institutions such as the OECD and UNESCO, EUA and ECA had a significant role in the elaboration of guidelines for quality provision in cross-border higher education.

But it is the European Network for Quality Assurance – ENQA – founded in 2000, which set the standards, procedures and guidelines at the European level. The mission «is to contribute significantly to the maintenance and enhancement of the quality of European higher education at a high level, and to act as a major driving force for the development of quality assurance across all the Bologna signatory countries» [<http://www.enqa.eu>].

ENQA recognises the primacy of national systems, the importance of institutional and agency autonomy as well as the particular requirements of different academic subjects. It is a source of assistance and guidance and sets good practice criteria for agencies [Standards and Guidelines for Quality Assurance in the European Higher Education Area, European Association for Quality Assurance in Higher Education, Helsinki, 2005]. It creates a common frame of reference for the provision of Higher Education and assurance of quality within the EHEA.

National accreditation commissions (or agencies) remain autonomous but have to meet certain standards. ENQA does not say how they should operate but what is to be done instead, and if the countries agree, they have to adapt their procedures. Only then can they apply for participation in ENQA.

Agencies cooperate and share the best practices. In order to achieve and maintain a high level of competence they are subject to similar quality mechanisms as individual HEIs: self-evaluation, cyclical external review by groups of experts, including students, review reporting, and audits. Quality agencies should have an appeals procedure and clear accountability in order to achieve transparency, visibility and comparability and to make sure that the benefits of quality issues are not diminished by new disreputable institutions. Non-state commissions can be admitted to ENQA if they fulfil the requirements.

In some countries more than one accreditation commission operates (e.g. Austria, Belgium, Denmark, France, Germany, Ireland, Spain). Some commissions are commercial (HEIs have to pay for accreditation). Some agencies accredit HEIs from abroad. As we know from the Polish scene, in some cases foreign accreditation may be acquired by HEIs that could never have been accredited by their respective national accreditation commission. Some commissions have already ceased to exist and now their «clients» are in real trouble.

In Poland, the State Accreditation Committee was the ninth one to subscribe to ENQA, which now includes 38 full members and 12 candidate member agencies.

There is a **European Quality Assurance Register – EQAR** in place that provides clear and reliable information for the HEIs on the quality assurance agencies (QAAs) operating in Europe. It is a list of agencies that substantially comply with the European standards and guidelines for quality assurance (state and non-state as well as subject-based institutions) [Standardy i wskazówki dotyczące zapewnienia jakości kształcenia w Europejskim Obszarze Szkolnictwa Wyższego, Warszawa 2005, MEN, p. 29]. For now, 24 agencies are listed. It is meant to help the HEIs identify an agency from a reliable register if only this is compatible with national legislation and serves as a tool of quality improvement in education. This is not a ranking instrument. It simply testifies to the compliance with the European standards, also in the case of quality assurance agencies from outside Europe.

## **National level**

### ***States' responsibility***

Higher education has gradually been considered as a public good and public responsibility due to its «massification» and importance for the develop-

ment of society. It is in the interest of students and employers and society as a whole to have good higher education. Therefore, standards had to find a resonance at the national level of most countries, and quality assurance required changes in national legislation and administrative procedures.

To do this, **quality assurance accreditation agencies, commissions, committees** (commonly named national agencies - NA) were set up in order to enhance public recognition of the value of quality evaluation. The objective of such institutions is the provision of advice and guidance to HEIs. However, a careful balance has to be recognised and maintained between the high level of university autonomy and minimum external regulations. As one says «Where academic freedom is weak, governmental power goes unchecked.» National laws and regulations are different from one country to another. Agencies should work out procedures that are fit for their own purposes and legal context. The fundamental thing is that the NA be independent both on state administration and, what is even more important, on the accredited institutions.

Standards should be neither too detailed nor too prescriptive. The NA should be reliable, provide good quality activities and materials, and ensure no conflict-of interest mechanisms. It should have internal quality mechanisms and external feedback mechanisms for its own development and improvement and should be subject to cyclical review itself.

External quality assessment does not end with the report follow-up procedures. Recommendations and action plans should be proposed. This is a dynamic process and should be repeated cyclically.

The objective of NAs is also to cooperate with, advise and report to the Ministry of Education. For example, in Poland after 1989, the year of collapse of the communist system and political breakdown, the free educational market flourished. Large autonomous universities that were widely known and recognised could operate independently, with no approval of the ministry necessary (e.g. to start a new study programme). The Ministry can only promote some areas of studies by financial instruments, e.g. by subsidising targeted studies in the area of sciences and engineering.

On the other hand there emerged hundreds of smaller public and non-public HEIs that required the evaluation and approval of the Ministry, be it for setting up a new school or establishing a new study area. It was and still is the role of the National Agency to give a proper recommendation.

In Poland, the State Accreditation Committee (PKA) was established in the year 2002. Nowadays it employs 70 permanent staff members and 500 experts convoked from Polish HEIs for terms of office.

In the future, according to the New Bill of Higher Education, its name will be changed to the «Polish Accreditation Committee». It will undertake new tasks – learning outcomes and teaching effects will be evaluated rather than courses of studies and curricula.

Historically, in Poland, the first one to operate was the Academic Accreditation Commission (1997), which was a bottom-up initiative of leading Polish universities and led to the setting up of the State Committee. Once this had been established, the activity of the Academic Commission diminished as it had no legal bases within Polish law. Unification of such institutions is necessary to make the state commission fully powerful and solely responsible on the national education market.

Let us now present very briefly what the situation is in the beneficiary countries:

- Only the Russian Federation National Accreditation Agency is a member of ENQA.
- In Russia, the Agency of Higher Education Quality Assurance & Career Development – AKKORK also operates. Volgograd State University reports their compliance with ISO 9001 standards by means of the Bureau Veritas Certification.
- In Ukraine, the National Accreditation Agency of Ukraine is not an ENQA member.
- In Armenia, there are the National Centre for Professional Education Quality – ANQA and the Agency for Accreditation (on the web site of the Ministry of Economy).
- In Azerbaijan, we have the State Students Admission Commission – SSAC.
- No information was found on a respective institution in Belarus. However, Belarusian State University applied to the Belarusian State Institute of Standardisation for state compliance with the national certification system as well as to the German Certification System TGA.

### ***The New Act on Higher Education in Poland***

Amendments to the Higher Education Act were signed by the President of Poland in March 2011 and can be considered as innovative, responding to the challenges of the 21st century. Here are some examples of the premises.

The curricula should envisage training effects and it is the learning outcomes that will be the determinant of the quality of education provided by the HEI. The university should secure the functioning of quality assurance mechanisms, for which the rector is personally responsible. The university

can apply for national or international accreditation. Careers of graduates should be monitored and companies and institutions should be invited to cooperate in order to adjust curricula and study areas to the needs of labour market. Mobility should be promoted and transfer of credentials enabled, also from a foreign university. Participation in international research projects should be supported, especially those financed by EU programmes. Academic staff will be subject to periodic evaluation in shorter terms.

## **University level**

### ***Total Quality Management at the university level***

Coming down to the university level, it should be underlined that HEIs can profit from their autonomy but should also recognise and be aware of their major responsibility towards society and should secure their own culture of quality. Transparency and the use of external expertise should be a standard reference and the quality policy should be the essential instrument of trust.

The Total Quality Management means continuous procedures that are recognised and implemented at various levels: planning, organising, directing, control and assurance [Internationalisation and Quality Assurance, edited by A. Van Gaalen, EAIE Professional Development Series for International Educators No 4, p 69].

Internal Quality Assurance should include the following:

- Policy and procedures.
- Review of programmes – well-designed, monitored and periodically reviewed, built upon feedback from employers with the participation of students.
- Assessment of students – published criteria, impact on their careers but also valuable information for the HEI about the effectiveness of teaching.
- Quality assurance of the teaching staff – qualified, competent and motivated, opportunity to develop and value their skills.
- Learning resources and support.
- Information systems.
- Public information, i.e. transparency.

External quality assurance comprises the following:

- Taking into account internal QA procedures.
- Development of external QA processes.
- Criteria for decisions.
- Reporting and recommendations.
- Follow-up procedures.

- Periodic reviews.
- System analysis.

Strategy, policy and procedures should be formal and publicly accessible.

There is no doubt that universities must take the lead in modern society. But there are many fundamental questions as to whether we are ready to take on this role. We have to compete for international students and give an adequate response to candidates'/students' needs. We must be open to a new public, more diverse in their needs (e.g. post-diploma courses, non-degree courses, children's university, third age, open university, e-learning, etc.).

Information must reach the candidates and the policy and associated procedures should be publicly available. Also, efficient organisational structures have to be set up.

HEIs should be able to demonstrate their quality at home and internationally.

What means should be used and what methods applied? Should we provide study programmes in English? Would building consortia and cooperation strengthen our educational potential? Should our strong points be identified and developed?

Individual solutions can be applied, but there is no doubt that a new strategy must be deployed. There is a need for openness to reforms, flexibility towards recognition, attention to the motivation of clients, new target groups, development of a trans-national offer, joint programmes, double/multiple diplomas, international cooperation, etc.

### *What is new at Nicolaus Copernicus University?*

The mission of Nicolaus Copernicus University states that our university provides training compatible with the present state of the science and future developments, and responds to the needs and aspirations of society. The activities and behaviour of both academics and students are subject to evaluation and self-evaluation with reference to reliability, high quality and deep attachment to universal ethical values. The location of the university imposes a particular duty to serve the common good of this region of Poland. Both in the area of research and education, the University acts in the European dimension.

Since 2010, work has been undertaken to formulate a New Mission Statement of the University which clearly states that «The University is aiming at the highest quality of education, scientific research, clinical practice and artistic creativity.»

Another document crucial for the quality issue is the Strategy Article I: «The University as an HEI of European Dimension» of the present version says that the University is «Willing to adapt the structure of education to the requirements of the Bologna Declaration.» Article III: «The University as a leader of education and research in the region» says that the basic duty of the university towards the society of the region is to provide training at the highest possible academic level.

The assumptions of the New Strategy are much more innovative and go into more detail. In the introduction we read that one of the goals will be «interdisciplinary research and original study areas; application for the status of ‘leading Polish research centres’ as well as the improvement of the efficiency of management.»

Further, in the vision we read that the university will enable the students to achieve the highest quality of education and personal development; enable them to gain diplomas that are valued by employers; strengthen the position of the university among the best Polish universities and significant European universities. The chapter «Top position in Poland and internationally» envisages the highest level of instruction; development of internationalization of studies; compliance with the needs of the labour market; and locates the university as a centre for comprehensive development of students (knowledge, skills and attitudes, sports, culture).

The following part devoted to scientific research has as its aim reaching a stable position within the top ten Polish HEIs in the ranking of research institutions and the number of «KNOW» status units.

The paragraph Education as Task 1 puts forward: maintenance of the fifth position in the ranking of Polish universities; provision of the highest quality of education and substantial development of internationalization of studies; increase in the number of international students; development of study courses in foreign languages; increase in the number of outgoing students – achievement of at least of 10% of graduates with international experience; full implementation of the Bologna Process; adaptation to the National Qualification Framework; increase in the number of visiting professors. Task 2 aims at making the studies more attractive and our graduates more competitive on the labour market; creating opportunities for instructive practical placements; developing other forms of education – LLL; establishing a centre for post-diploma studies and continuous education; monitoring of graduates’ careers. Task 3 anticipates building of the position of the university as a centre for comprehensive development of students, formation of their creativity and social sensitivity – improving the infrastructure (new sports centres in Toruń and Bydgoszcz, support to student clubs), enriching the offer of optional courses and activities, encouraging social activities and volunteer work.

Last but not least, management – among other things, professional and effective promotion are foreseen; staff training and integration programme; development leading to competitiveness both at the national and international level; improvement of the clinical infrastructure and equipment; risk management and promotion of the ethics code.

The bodies responsible for the above will be the Rector, Vice-rector for Education, the Deans and heads of units. The persons responsible for international exchange are the Vice-rector for Research and International Relations and Vice-rector for Students Affairs.

It is worth mentioning that at present our university has a co-ordinator of the Bologna Process and a coordinator of ECTS.

Student mobility is managed by several offices, depending on the type of mobility (Admission and Education Department, International Relations Office, Admissions office of the Collegium Medicum and International Programmes Office, which is responsible for the Erasmus student exchange. We are aiming at continuous improvement of the quality of our service: yearly up-dating and development of the website, modification of Orientation Week, setting up new services, personnel training and participation in conferences and networking as well as evaluation by students.

We are aware that if we don't get down to work, we are out of the game!

## **Threats and prejudice**

The Bologna Process is not always easy and rosy. There are problems and difficulties. It is very complex and requires a large number of players. It brings high costs and requires a large organisational effort.

The entire world is not internationalizing at an equal pace [«Rethinking mobility», H. Teekens, EAIE Forum Spring 2011, Amsterdam 2011, pp. 39-41]. It is estimated that 44% of outgoing students come from 15 countries only, and 62% of incoming students go to six countries only.

In recent years the percentage of mobile students has been stagnating, if not declining. «Bolognisation of studies» is even regarded as a nuisance by some academics and decision-makers. Two-year degrees are said to create intellectually impoverished graduates. One can even find opinions that «Bologna» is a scheme imposed by other countries/organisations. There is also a great deal of scepticism – «we will never catch up with the US system and achievements.»

Brain drain is another aspect. Why should we invest in internationalization and prepare our students to enter the international market if our own country may lose its best, most entrepreneurial graduates? This is of course in contradiction to what we had in the past – forcing everybody to «stay at home» and develop the whole career in one country, even at one university, which did not bring spectacular effects.

Incoming mobility – a question is being asked: «Is this a benefit or a nuisance?» Large resources are necessary, such as a professional office, co-operation of faculties, study offers and teaching materials in foreign languages, involvement of home students, provision of other services, etc. But does this really open minds? Erasmus is often said to stand for partying and social life rather than studying. Flexibility and full recognition – nice slogans, but not always achievable. Some values are simply not measurable. Let us give an example of the Qualification Framework currently being implemented. Can skills and attitudes and learning outcomes be defined precisely when we read that «a graduate shall demonstrate advanced cultural needs?» How can this be measured objectively?

The low interest of students themselves, indifference to changes, and decreasing recruitment of outgoing students are disappointing, especially in the area of hard sciences. Are our partner universities perhaps not good enough? Is poor study offer being provided? A rigid study programme, no mobility window and prerequisites more important than in the case of social sciences as well as different organisation of studies (narrower specialisation at «western» universities) make international mobility particularly difficult to promote. Other reasons are inexplicable. Similar effects are observed in the case of other famous schemes, e.g. Humboldt Stiftung scholarships.

There is a variety of different grants now being offered, and financial and family reasons may play a greater role now among young people.

The significance of ECTS can also be questioned. The number of credits is allocated by every university, or even every faculty, according to their needs and experience. How can it be comparable at the inter-university and international level? Representatives of American higher education say: –«Stop exaggerating the value of ECTS!» The first-league elite American universities would never recognise any credits from provincial higher schools. Hard to believe, but high ranking American universities still rely, among other things, on outstanding scholars' opinions when recruiting their candidates to protect their own quality.

Astonishing and dangerous new concepts have emerged recently in some countries in order to reduce state costs and resources – evaluation of graduates is planned to be left up to the universities themselves. How can any distance and independence of opinion be expected when this is the case?

Surprising enough but the list of problems and question marks is longer than could be expected.

We have all to be conscious of difficulties, and the quality campaign is worth continuing.

## **The Future**

The future of HE is a global one and it is our job to help prepare our universities for it. We are responsible for how we and our students will be prepared to live and work in a global community.

Internationalization should not be a goal in itself but a means towards the quality of education.

Trans-national education has to be developed. Mobility will remain at the heart of internationalization, but a transition from unilateral mobility to full reciprocity in international cooperation is desirable and still has to be worked on.

However, due to communication technology and the use of English as a common language, the concept of a «wandering community» that is not linked to any particular institution becomes more and more realistic. Research projects involve scientists from several institutions without the need for traditional mobility. Also, students enter into social networks and use digital resources which play an increasing role in modern study programmes. Therefore, internationalization and mobility have to be redefined. New instruments have to be developed, e.g. shorter mobility; and more frequent, more ICT-supported, increased cooperation with employers.

Building a quality culture within the universities and between the HEIs and national agencies in order to make the Bologna goals fully functioning is a considerable and challenging workload to take on [Furthering the Bologna Process, Report to the Ministers of Education of the signatory countries, Prague, 2001].

The European Accreditation System is planned to be created by the European Commission to be recognised by a central agency.

We can expect general acceptance only when the benefits of adoption of the standards are seen and regarded as beneficial by the academic community. In the broader perspective the general political objective to be achieved is effective social integration, which means ending racism, xenophobia, and social exclusion.

What lessons have we learned that our partners may try to avoid?

- There should be one single accreditation commission in the country, financed by the state budget but operating independently of the Ministry of Education or any other institution of state administration.
- The Accreditation Commission should operate according to international standards, preferably within international networks.
- Quality assurance should be a complex and continuous process, involving all levels of the HEI management and all players (authorities, administration, academics, students, other staff), based on a clear mission and policy statement.
- All aspects of quality assessment are of fundamental importance (self-assessment, peer-review, site-visits, audit, recommendation report) and it is external evaluation that guarantees objectiveness.
- Quality assurance is strictly connected with internationalization, and mutual feedback is beneficial for the two issues.

## **Afterword - bibliographic note and acknowledgements**

The article also presents opinions and points of view which emerged in many hours of discussions with Professor Dr Andrzej Jamiołkowski, an outstanding scholar in mathematical physics, for 17 years Vice-rector and Rector of Nicolaus Copernicus University. In the 2000s he was the organiser and first president of the State Accreditation Committee, which places him among the most experienced persons in the field of quality assurance and accreditation in Poland, and establishes him as an unquestionable authority.

The author highly appreciates Prof. Jamiołkowski's input and thanks him for the time and expertise he kindly agreed to share.

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# MODELS FOR INTERNATIONAL RELATIONS AND INTERNATIONAL OFFICES

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An international relations office or «IRO» by its very nature and design exists to offer a point of contact for the outside world, acting as an intermediary between external parties and the mother institution. However, within this basic premise, there may exist secondary and distinct purposes affecting the overall choice of office and institutional design and structure. In this chapter, we will explore different models identified by literature which may be applied, and their fundamental underlying purposes and functions.

We have already seen that the goal of «internationalization» is to integrate an international and external element into an institution's overall mission and goals. However, in a changing context it may be considered «*timely to re-examine and update the conceptual frameworks underpinning the notion of internationalisation in light of today's changes and challenges*»<sup>1</sup>. It is clear that institutions and international offices must contribute to such goals via a correct strategic 'fit' of structures and services versus objectives.

## *Institutional Conceptual Frameworks for Internationalization*

Distinct studies of internationalization in global contexts have uncovered a series of institutional frameworks and models. It is within these conceptual frameworks - in which internationalization may take various forms - that an IRO or other international structure must be incorporated and shaped to fit the general objective of the institution. Any part of a larger organisational structure and culture must adapt and fit its mission to that of the mother institution, and this holds true for internationalization as much as any other institutional objective.

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<sup>1</sup> Knight, J: "Internationalization Remodeled: definition, approaches and rationales". Journal of Studies in International Education.

Strategies for internationalisation should be «comprehensive and transversal to the educational process as a whole».<sup>2</sup> This means that there should be a ‘fit for purpose’ aspect to any approach adopted. Perhaps the most basic and baseline distinction between structures of international relations and component parts - such as an IRO - must be between **centralised** and **decentralised** structures. Secondly, we can make a distinction based on Chan and Dimmock’s findings<sup>3</sup> in a study to identify potential models for internationalization. These findings identified **Internationalist** and **Translocalist** models, making an interesting distinction based on the relative economic development of the country of origin of a Higher Education Institution. As already seen, models for international relations and component units such as IROs must fit to distinct objectives and strategies for internationalization. Therefore, a short examination of different strategies must first be made before discussing the aforementioned models. For the purpose of this chapter, it is important to understand that we consider *internationalization* as a more complete process than just based on curricula, and is in fact a change of institutional culture to incorporate all elements of the HEI.<sup>4</sup>

### *Internationalization Models*

As a first step, an institution must clearly identify what their own understanding of *internationalization* as a concept is. It is demonstrated in previous sections of this guide that the definition of this concept can be wide-ranging and take in everything from curricular reform within one degree or faculty to a comprehensive institutional structure. A comprehensive ‘strategy’ for internationalization will consist of a mapped-out, guided process in which all departments, faculties and stakeholders understand the role and purpose of internationalizing an institution. More often than not, ‘strategy’ is too strong a word and institutions rely on ad hoc and spontaneous activities. These distinct operative models have been identified and demonstrated within the project consortium, and give way to different structures ultimately depending on their overall objective.

### *Integrated Internationalization Model*

To become truly internationalized, an institution may adopt an overall institutional approach to its international activities, structures and policies. I have given this type of practice the name «Integrated Internationalization» owing to its incorporated and institutional-wide approach. For the purpose

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<sup>2</sup> Gacel, J: Chapter of SAFIRO II Network on "Marco Teórico: Modelos de Oficinas de Relaciones Internacionales", 2009.

<sup>3</sup> Chan, W and Dimmock, C: "The Internationalisation of Universities: Globalist, Internationalist and Translocalist Models". Journal of Studies in International Education, 2008.

<sup>4</sup>Harari, 1989.

of creating such a context in which international activities may flourish, various policies and practices to facilitate an integrated model of internationalization should be adopted. Key elements of this model are described below which have been drawn as conclusions from the findings of the project.

- Firstly, a series of political and bureaucratic instruments must exist to promote and ease the international activities of the whole university community and to lend assistance to external parties. Clearly, an IRO may fall under these umbrella institutional structures.
- To pursue such a model of ingrained internationalization, the support and guiding hand of top-level management (Rectors, Vice-Chancellors, etc.) is paramount to success, and it constitutes a model which requires a top-down approach.
- Besides top-down support, an integrated or ingrained model of internationalization will require written, formalised policies and objectives to which all actors of the university community can refer and adhere to. Furthermore, any structures created to support this process - such as an IRO - should be constructed to fulfil the mandates set out in formalised policy.
- Such policies should also lay down the specific tasks, responsibilities and expectations of each of the actors involved or potentially involved in an internationalization process or future international activities. Boundaries, reporting lines and interactions between different departments must be drawn and understood to avoid replication of activities or, worse still, the incidence of activities not being undertaken as a result of vague and unclear task allocation.
- Such an approach will lend itself to a degree of or, ideally, complete *centralisation*. This means a dedicated central element in an institution which concerns itself with all international aspects, the political aspects and strategic planning. Under such a body there may be a series of enacting departments for different international aspects, such as an IRO, internationalization of research department(s), cooperation office, etc.
- Underpinning incentive and funding structures for international activities must be available.

### ***Ad-hoc or «Spontaneous Internationalization»***

Contrary to the above model, there can exist a situation in which institutions may undertake internationalization specific to certain programmes, activities or as the occasion arises, denominated here as «Spontaneous Internationalization». These ad hoc activities may typically come about as the result of opportunity. If the situation is allowed to continue, it is common to find a context of almost complete *decentralisation* of international activity, in which departments and even individuals undertake activities according to personal criteria and through opportune actions. Such a process may be typically characterised by the following items as seen within the project consortium.

- Departments or faculties may build contacts abroad and share research and learning outcomes. This may lead to ad hoc staff or student exchange.
- Ad hoc sharing of research may lead to a situation in which the institution's research interests are not fully protected and important competitive advantage or knowledge is lost.
- An institution may not be aware of the full extent of its own international activities. Without some degree of centralisation, it is inherently difficult to fully account for all actions incorporating an international dimension, including linkages, collaborative research, exchange numbers (incoming and outgoing), etc.
- No formal policy or strategic plan for internationalization exists. Under this context, members of the university community have no framework under upon which to base their international activities. In this case, it is impossible for international activities to contribute constructively to an overall objective or plan on an institutional level.
- Departments may create ad hoc positions and develop skills alongside their academic competences to deal with international activities. This could include skills in networking, project management, knowledge regarding mobility schemes, etc.
- No specific department within an institution is charged with the creation of an internationalization *culture*; there is no central point of contact for the university community to relate to regarding their queries, no entrenched support structure, etc. Paradoxically, even with this being the case, an IRO or similar office may exist in this type of spontaneous model. However, this office's main mandate may be to deal with incoming students and little more, not having a strategic place or role within the institution.

Therefore, between the two models there are clear advantages and disadvantages. In summary, we highlight them in the table 1.

As described above, the most simple baseline distinction between different internationalization models and structures may be between those which are *centralised*, and those which are *decentralised*. We have already established that, under those frameworks identified within the project, it is more common to see a linear relationship between «Integrated» frameworks and centralised structures, and «Spontaneous» and decentralised structures. It is important to highlight that «centralisation» does not imply one unique office for the entirety of international processes an institution undertakes. It implies a unit which *controls* and *strategizes* the process. Such a unit will act as an umbrella encasing all units and offices undertaking international activities and supporting an internationalization process. On the other hand, decentralisation is fairly self-explanatory and describes a process by which departments, faculties, individuals, etc. may act according to their own criteria and with little control from a central point.

**Table 1. The Concept of «Centralisation» and the IRO**

|                    | <b>ADVANTAGES</b>  | <b>DISADVANTAGES</b>  |
|--------------------|--|---|
| <b>INTEGRATED</b>  | <ul style="list-style-type: none"> <li>- International activities will contribute to a specific institutional goal</li> <li>- Support structures will be created</li> <li>- Responsibilities and reporting lines are clear and established</li> <li>- Objectives may be given to promote development</li> <li>- Professionalisation of the process (international professionals).</li> </ul> | <ul style="list-style-type: none"> <li>- May require investment</li> <li>- May require change of culture</li> <li>- Can create bureaucratic processes which may hinder international activities which, in turn may discourage certain actions</li> </ul>  |
| <b>SPONTANEOUS</b> | <ul style="list-style-type: none"> <li>- Flexibility and freedom to participate in and develop international actions</li> <li>- Flexible aspect may promote innovativeness and higher participation of university community</li> <li>- Less bureaucracy</li> <li>- Development of other skill sets within faculties building human resources</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Lack of control and monitoring of the internationalization process of the institution</li> <li>- Actions may be undertaken which go against some interests of the institution (e.g. sharing research results)</li> <li>- Lack of 'professionalisation' of the internationalization process. Activities are carried out by those who are not experts in specific fields.</li> </ul> |

Some authors may advocate the International Relations Office as the centralised figure and point of contact for the internationalization process of an institution. However, it is not a model which has been found to exist as such throughout the course of this project and previous initiatives. More likely, an IRO should be an integral and fundamental part of the umbrella of services an institution offers under a centralised unit. We may even go so far as to say that it is not the mandate and normal function of an IRO to be the responsible unit for strategising international relations, but to be an operative structure of the policy framework. Therefore, from the conclusions and findings of this project, we can indeed recommend that the centralisation of internationalization and international activities should take place at a higher level; being this a specific Vice-Chancellorship for International Relations or Cooperation, a specific unit created for an internationalization process, or other high-level unit. An IRO should be an intrinsic part of the strategising process, but most likely not the overall responsible party.

### ***Internationalist and Translocalist Models and Relationship with IROs***

Chan and Dimmock identified two models through a study which establish the purpose of internationalization in different institutions. Their models had the following characteristics, described in table 2:

**Table 2. Internationalist and Translocalist Models**

| <b>INTERNATIONALIST MODEL</b>  | <b>TRANSLOCALIST MODEL</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>- Found in developed economies with a multicultural population and, in particular, in the Anglophone world</li> <li>- Research-intensive and comprehensive institutions with significant numbers of international students, international research and international renown</li> <li>- Aims for world-class excellence and status</li> <li>- Strategy focuses on internationalization abroad: global courses, alliances, development partnerships</li> <li>- Internationalization at home undertaken on a decentralised basis (via individual faculties)</li> </ul> | <ul style="list-style-type: none"> <li>- Most likely found in developing countries, those with a homogeneous population or with societal inward-looking priorities</li> <li>- Primarily focused on undergraduate teaching with a lesser number of international students, homegrown staff, and serving the local community</li> <li>- Aim to be excellent national institutions providing high quality education, cultivating national as well as global culture among students and staff: involved in «nation building»</li> <li>- Focused on internationalization at home: internationalization of curricula with an international dimension, creation of English-speaking dimension, and some smaller focus on international partnerships.</li> </ul> |

These models are useful to an institution wishing to establish their own ‘typology’ and understand their international activities. If an institution can identify their own process against such models, then it is possible to determine the needs of the institution in terms of structures and units.

With regard to the IRO, we might consider the following:

- **INTERNATIONALIST MODEL:** We can relate this model to an integrated model of internationalization, in which a clear development strategy should exist. As part of this process, the services and functions of the IRO must be oriented towards the large numbers of mobilities for students and staff, support structures for partnerships and collaborative projects, and, to some extent, providing a successful *marketing* of the institution and its international activities. The IRO must be a specific unit dedicated to accomplishing the objectives of the parent institution.
- **TRANSLOCALIST MODEL:** With a more inward-looking perspective, the translocalist model of internationalization will require a structure with distinct characteristics. Such a structure may require an IRO offering different functions; language support, establishing linkages for international curricula creation, and services for incoming students.

### ***The IRO as an Integral Cog in the Internationalisation Machine***

The IRO should be comprehended as a fundamental part of any internationalized or internationalizing institution. It is a structure which exists in even the smallest and least *international* of institutions. However, is rela-

tive importance varies greatly. It has been possible to identify IROs within the project which have an active role within the internationalization process of the institution, and others which are conceptualised as just another «service» of the institution having no strategic weight.

There can be no 'ideal' or 'normal' model for internationalization's internal organisational and legal status. In this case, the 'ideal' model is that which has the strategic fit with the institution's internationalization objectives, process and status as discussed above. Within the project, it has been possible to witness offices with many different organisational structures and statuses. There are some which organise themselves by services (Mobility, Projects, Research) and still others which might divide the internal structure by target groups or 'customers' (incoming students, outgoing students, researchers). Using the models above, most institutions can identify their most fitting organisation. An internationalist institution, for example, could most probably benefit from an organisation based on service-oriented design to adequately and professionally deal with students, research, etc. Likewise, within the project it has been possible to see two distinct operating models in terms of legal status and funding: Autonomous and profit-making vs. institutional and non-profit making.

- **AUTONOMOUS / PROFIT-MAKING IRO:** This model is very unique and belongs to one of the project participants only. The IRO in this case is a company belonging to the university which exists to be self-financing through different services. The IRO also incorporates services for the university community, but acts as a provider of other services for external parties in the local community (e.g. translation services, conference organisation). The staff for this office are not civil servants and fall outside the university's usual contracting procedures, as well as being autonomous in terms of financial management.
- **INSTITUTIONAL / NON-PROFIT MAKING IRO:** This model is the most common for an IRO and comprises a unit within the university structure, staffed by civil servants and university staff. The IRO exists primarily to offer support to the university community and incoming students, as well as following the normal action lines of the university's human resource and financial management policies.

The first of these models has certain advantages. First, it offers a source of income for the institution, as well as flexibility in the service it provides. However, its strength is also a downside: An office which is self-financing has the possibility of not reaching targets and, without careful integration, may conflict with the parent institution's internationalization approach.

The second of these models offers an advantage through its inherent understanding of the institution's internationalization process and will act in

accordance with it. However, it will be marked by bureaucracy and inflexibility in most cases.

## *Conclusions*

Throughout this chapter we have skimmed over some of the different purposes, strategies and structures of internationalization, and have located the IRO within this context.

Some conclusions may be drawn to finalise this short overview.

- Most importantly, we cannot identify an ‘ideal’ model or structure for internationalization and International Relations Offices;
- Models and structures must be designed to have strategic fit with an institution’s overall goal;
- To design these structures, functions and models, an institution must first understand its own internationalization strategy or process by examining and identifying goals and future aims and capacities;
- It is recommended to have a formalised strategy for internationalization if internationalization is to be a specific aim of the institution (whether this is on an Internationalist or Translocalist level);
- A centralised unit for internationalisation might be determined to be the ideal when a formal strategy exists. Furthermore, this centralised unit should be high-level, rather than the IRO;
- The IRO should be a fundamental part of any international structure, with the internal organisation and legal status dependent on the typology of the institution and international activities.

# ELABORATION OF STRATEGICAL FRAMEWORK FOR INTERNATIONAL COOPERATION IN TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

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Elaboration of strategic planning in a university has been discussed in a number of publications. For example, while those of Balobanov A.E., Kliuyev A.K. (2002) and Kuzmin V.M., Petrenko V.P. (2010) are devoted to the general university strategy development, Zaslavsky V.A., Chugaiev O.A. (2011) are specifically dedicated to the part of a university strategy related to internationalization. In this chapter we describe strategic planning of international relations and the results of its implementation in Taras Shevchenko National University of Kyiv (TSNUK), which is the leading classical university in Ukraine.

## *Involvement in strategic planning*

The main role in strategic and tactical decision making-process and thus in the elaboration of the strategy of internationalization is played by the University Scientific Board (Senate). Professors and researchers constitute at least 75% of it. The Scientific Board includes the Rector, Vice-Rectors, Deans of Faculties and Directors of Institutes, Chief Accountant, Heads of other structural divisions, Head of the Trade Union, its Deputy Head for work with students, Head of the Council for Ex-employees, Representatives of bodies for self-governance of students, PhD and doctoral students, Scientific Secretary, and elected delegates of the Conference of Staff (2 representative from each Faculty or Institute, 1 representative from other structural divisions). The Decisions of the Senate are enacted by the Rector's orders.

According to the Statute, the Rector is responsible for issuing orders, approving decisions by the Scientific Council, hiring personnel and delegating powers to them, approving the University structure and budget, and annual reporting on the University activities.

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Each Institute or Faculty has its own Senate with similar structure, responsibilities, and organization of activities, but on the level of the relevant structural division. The Conferences of Staff (on the University or structural division level) evaluate performance of the Rector and Heads of structural divisions, and delegate representatives to the Scientific Councils. The Conferences of Students (on the University or structural division level) and the Student Parliament are the bodies for self-governance of students, which are also involved in fostering academic mobility.

Thus, the University follows the policy of invoking representatives of different groups of individuals in decision-making process, directly or indirectly related to internationalization. The more important a decision is, the more wide discussion is organized.

International Relations Office, other structural divisions and the personnel in this field are active participants of strategy elaboration process, tactical planning, analysis and evaluation of performance. But initiatives in the field of internationalization from the other staff are welcomed as well.

An important assistance in internationalization strategy elaboration and its implementation was provided by the TEMPUS-QATMI project (Quality Assurance Tools for Management of Internationalization). It helped to assess the current level of internationalization, to identify the strong and weak points, to train the University personnel for management of international relation, to study experience of leading foreign universities in strategic and tactical management of international activities, to disseminate the knowledge among the University staff for managing international relations, and to assess the progress in internationalization. The projects also allowed the Institute of International Relations (one of the most internationalized structural divisions of the University) and the newly established Department for International Research and Technical Cooperation and Innovation Technologies to be active participants in the development of the strategic framework for internationalization.

TSNUK also organizes a wider discussion for strategic developments in universities by involving leading specialists in education. The most recent event was the international conference «Idea of a University: the Modern Discourse» held on May 26-27, 2011.

As a result of collective efforts, the most important documents in the field of internationalization strategy recently adopted by the Scientific Board and the Rector include:

- International Relations of the University // Report of the Rector of Taras Shevchenko National University of Kyiv Leonid V. Hubersky on Work in November 2009-December 2010 and Tasks for the Next Year, 2010;

- Concept of International Cooperation of Taras Shevchenko National University of Kyiv (2009);
- Modern State and Perspectives of International Research Cooperation Development of Taras Shevchenko National University of Kyiv (2010);
- Activity of Structural Divisions of the University on Enrollment of Foreign Citizens for Study in Taras Shevchenko National University of Kyiv (2010);
- Means of Optimizing Study and Teaching Foreign Languages in Taras Shevchenko National University of Kyiv (2010);
- State of Teaching Foreign Languages and Its Improvement in the Faculties in the fields of Natural Sciences, Physical and Mathematical Sciences, Humanities, and the Institute of Journalism (2009).

### ***Normative Framework***

Strategical framework for international cooperation of TSNUK follows provisions of the Ukrainian legislation (mainly the Law on Education, the Law on Higher Education, and Regulations of the Ministry of Education, Science, Youth, and Sports of Ukraine), the TSNUK Statute and the general Concept of TSNUK long-term development.

According to the Law on Higher Education of Ukraine, one of the Principles of the Educational Policy of the Government is integration of the Ukrainian educational system into the world educational system while preserving achievements and traditions of Ukrainian higher school. The Law on Higher Education of Ukraine already provides international educational degrees of bachelor and master, which helps in internationalization of education, while also retaining additional possibility for obtaining junior specialist (lower than bachelor) and specialist (lower than master) degrees – a tradition originated back in the Soviet times.

According to the Regulation of the Cabinet of Ministers of Ukraine on the Issues on TSNUK No 795 (2009), it has a status of self-governing (autonomous) research national higher educational institution, which conducts activities according to its Statute.

According to the TSNUK Statute, the general aim of the University is creating study and methodological, research and development, character building, organizational, material and other conditions for students to get higher education, and to satisfy the demand of the society in highly qualified specialists.

### ***External Trends***

During elaboration of its internationalization strategy the University also has to consider the real trends in Ukraine and in the world affecting op-

portunities for international cooperation. They are particularly specified in the Draft Program for the Development of TSNUK during 2010-2015, including:

- economic risks considering budget limits for educational services by the state;
- negative demographic dynamics;
- insufficient motivation for study;
- need to catch up in development of material and technical facilities;
- insufficient level of integration in the world educational system;
- need to improve skills of the staff;
- need of a better response to the requirements of potential employers of the graduates.

## ***Goals***

The main strategic document on internationalization in the University is the Concept of International Relations Development in TSNUK (2009), which envisages the following goals of internationalization:

- to reach the world level of the University research;
- to organize education on the level of high international standards and provide successful integration into the European educational area;
- to seek international recognition of education in TSNUK;
- to inform about educational and research opportunities and achievements in TSNUK;
- to improve world-wide competitiveness of the University, reflected in international ratings;
- to intensify academic mobility;
- to present achievements of students and the faculty in the field of arts and sports.

An important goal of internationalization is also improving financial state of the University, which allows it to achieve Statutory objectives in a better way.

## ***Types of international relations***

According to the Statute, the main types of international relations are:

- undergraduate and graduate education and retraining of foreign citizens, training and retraining of researchers;
- joint education, retraining and placement of students;
- joint research programs and projects through grant financing;
- other types of foreign economic activities according to the Ukrainian legislation.

According to the Law on Higher Education of Ukraine (2002), the main types of international relations include:

- participation in international exchange of students and staff;
- joint research;
- organizing international conferences, symposia, congresses and similar activities;
- participation in international educational and research programs;
- joint publishing activities;
- higher education and retraining services for foreign citizens;
- business trips abroad of the staff for educational and research purposes.

Also the main types of foreign economic activities are:

- organizing training and placement for students;
- teaching foreign students, and training researchers for other countries;
- conducting research and development for foreign legal entities or individuals;
- establishment of joint companies, centers, laboratories, technoparks, etc.

### ***Internationalization activities***

The Concept of International Relations Development in TSNUK (2009) envisages the following activities to reach the above-mentioned goals:

#### **1. In education:**

- to use experience of the best foreign universities to enhance forms of teaching, study programs and plans according to the implementation of the Bologna Declaration provisions;
- provide foreign language (mainly in English) courses to meet the demands of foreign citizens;
- to provide teaching foreign languages for students (besides those majoring in Philology) according to the Recommendations of the Council of Europe;
- to launch joint master's programs with foreign universities;
- to participate actively in international educational projects;
- to invite prominent foreign professors for lecturing, joint research, and consulting;
- to include requirement of using foreign sources of information in the rules for writing master works;
- to foster participation of students in international student competitions;
- to enhance cooperation with foreign institutions and companies for organizing placements for students;

- to organize international summer schools;
- to enhance teaching the Ukrainian and Russian languages for foreign citizens;
- to elaborate the new Rules of providing education services for foreign citizens on the contract basis.

## 2. In research:

- to foster participation in international research projects jointly with leading foreign universities and research centers;
- to organize and participate in international conferences, involving leading foreign researchers;
- to assist in organizing research placements and work abroad in libraries, laboratories, archives of foreign universities and research centers;
- to provide free access for researchers, professors, students, and PhD students to the world information resources, including electronic databases of foreign research periodicals;
- to foster publishing research works of the University researchers, professors, and PhD students abroad;
- to publish joint research works with foreign universities and research institutions;
- to exchange research and study literature with the libraries of partner institutions;
- to elaborate a mechanism for processing, delivery and duty payments for research equipment obtained from foreign partners.

## 3. In the field of international cultural, sports, and humanitarian actions:

- to foster traveling abroad by amateur collectives to give performances, and hosting similar collectives from foreign partner universities;
- to support sports exchange with foreign partner universities;
- to support humanitarian activities of foreign universities in Ukraine;
- to support activities of international nongovernmental organizations, involving the University staff and students.

## 4. Organizational, informational, material and financial provision for international relations:

- to create the Department for Research and Technology Cooperation, consultative center, and system for informing about perspective international research projects, foreign education programs, scholarships and grants;
- to elaborate financial mechanism for international cooperation on the University and Faculty levels, to plan separate financing for international activities in the University budget;

- to seek financing for international activities provided by sponsors;
- to reorganize structure, personnel, functions, location, and material and financial provision of the International Relations Office according to the real needs of the University;
- to elaborate the Regulation on Vice-Deans and Deputy Directors for International Relations of Faculties and Institutes, to define their functions and provide them with the necessary facilities;
- to sign and implement bilateral agreements with foreign institutions on the University and Faculty levels;
- to keep relations with foreign embassies, educational and cultural centers, offices of international organizations in Ukraine, and international educational organizations abroad;
- to cooperate with foreign organizations and funds, which finance international academic mobility;
- to elaborate criteria for evaluation of international education and research activities of structural divisions, Faculties, Institutes, and the University;
- to assist foreign citizens arriving to TSNUK for teaching in obtaining permission for work;
- to enhance accommodation facilities for foreign students and professors;
- to create the University alumni association.

The Draft Program for the Development of TSNUK during 2010-2015 also envisages:

- monitoring of the world trends in education and research;
- enlarging the field of international cooperation by using new forms;
- stimulating individual language study by the University staff, launching language placements;
- elaboration of the program for launching Ukrainian Studies departments in foreign universities;
- enlarging the scope of research publications in English in the periodicals of the University;
- providing multilingual interface of the University web-site.

### *Sectoral and short-term planning*

The Concept of Teaching Languages in TSNUK (2009) is an example of sectoral breakdown of internationalization strategy which concerns:

- principles of foreign language study;
- basic approaches for its organization;
- language proficiency levels.

TSNUK structural divisions may elaborate their own strategies too. In particular, the Concept of Development of Institute of International Relations

of Taras Shevchenko National University of Kyiv for 2011-2015 (2011) has provisions for international activities.

The long-term strategic planning is detailed in short-term planning documents. It is often framed up in a form of reports and decisions of the Scientific Council in specific areas, such as international research cooperation, language teaching etc. Also under implementation of the QATMI-TEMPUS project TSNUK elaborated Individual workplan for internationalization activities for the 2010-11 academic year, which envisaged specific priority tasks for that period, responsible units, deadlines, and internationalization objectives targeted.

The tasks have been structured as follows:

- strategic planning and management of internationalization;
- internationalization of education: language capacity of the staff and students, academic mobility and enrolment of foreign students, summer schools;
- internationalization of research activities;
- membership in international organizations;
- technical infrastructure;
- information and public relations;
- intercultural aspects.

### ***Tools for internationalization***

Following the general framework specified in the documents within the QATMI project, it is safe to say that it includes the following elements: relations, infrastructure, finance, and normative basis.

**Relations include:**

- Noninstitutionalized relations between individuals are welcomed by the University.
- TSNUK has also traditionally high level of contacts with diplomatic representations. In 2009/10 the Rector met Ambassadors of 14 countries. Presidents of 4 foreign countries visited TSNUK to make speeches for students.
- Bilateral partnership agreements. The number of bilateral agreements with partner institutions has been constantly growing. 21 partnership agreements were signed in 2009, and 20 – in 2010.
- In recent years TSNUK has launched cooperation with several foreign companies including Microsoft, Mitsubishi Corporation, Tokio Boeki CIS Ltd.
- Networks. In particular, TSNUK is a member of International Association of Universities, European University Association, Euroasian Univeristy Association, and applied for membership in the

The Magna Charta Observatory of Fundamental University Values and Rights.

- Projects. In 2010 TSNUK participated in 38 international projects and programs (in 2009 – 39, in 2008 – 28). The University has taken part in 10 TEMPUS projects.
- Joint units. TSNUK created French and Ukrainian unit in molecular chemistry jointly with Paul Sabatier University, Ukrainian and German Department for Ecological Management, Ukrainian and German Research and Teaching Center for Nanobiotechnology jointly with Ilmenau University of Technology and R.Kavetsky Institute of Experimental Pathology, Oncology and Radiobiology of the National Academy of Sciences of Ukraine.

The targeted segments in relations are mainly the following (but this structure is rather shaped by external factors than by strategic guidelines of the University):

- in bilateral relations – primarily with institutions in Europe, as well as Asia, while other regions are much more less represented;
- incoming exchange students – Central Europe;
- outgoing exchange students – Western, Eastern, and Central Europe, and China;
- foreign degree-seeking students – the CIS countries and China;
- incoming staff mobility – Western, Eastern, and Central Europe, and China;
- outgoing staff mobility – Western, Eastern, and Central Europe, and the U.S.

**Infrastructure** consists of:

- International relations management structure. In TSNUK the central management includes Vice-Rector for International Relations, International Relations Office, and Department for International Research and Technical Cooperation and Innovation Technologies. International Relations Office is the main unit in the field of managing international relations and includes Sector for Bilateral Cooperation, Sector for Incoming Staff and Students, Sector for International Business Trips, Sector for Protocol and Translation. The Department for International Research and Technical Cooperation and Innovation Technologies has recently been established for informing on international university activities concerning research and conferences, writing policy notes on internationalization, advising about partnerships, advising about funding programs, reports and statistics on international research activities, processing of requests for research cooperation, fostering such cooperation, and advising on international program possibilities. Unlike the International Relations Office, it reports to the Vice-Rector for Scientific work. A great ma-

jority of Institutes and Faculties of the University have positions of Vice-Deans or Deputy Directors for international relations, a few (like the Institute of International Relations) have their own international relations offices. The Preparatory Faculty itself provides language and general courses for incoming students and has also the Group for Work with Foreign Students, PhD Students and Trainees who study at the Faculties and Institutes of the University. Thus, TSNUK combines both the centralized and decentralized approaches. Certain level of decentralization is crucial considering that the University has three campuses located in different parts of such a big city as Kyiv.

- Three campuses, which are partially internationalized.
- Student enrollment system. It is mainly performed by the Enrollment Commission and the Group for Work with Foreign Students, PhD Students and Trainees who study at the Faculties and Institutes of the University. The University has recently launched the on-line registration of applicants for bachelor and master study.
- System for hiring and hosting foreign professors. It is performed by the Sector for Incoming Students and Staff or/and by the Faculties and Institutes.
- Accommodation. Foreign students mainly have an opportunity to stay in the hostel, specially designed for them. But it was decided that housing of foreign students should be more integrated with housing of domestic students. Foreign professors and researchers are often offered to stay in the University Hotel.
- Information system. The University web-site, and most of the web-sites of its structural divisions are at least partially in three-languages: Ukrainian, Russian, and English. The leading faculty in terms of internationalization is the Preparatory Faculty, which has a web-site in five languages (including French and Chinese). The web site of the Institute of International Relations has been largely improved during the period of QATMI project, and its content in Ukrainian is almost entirely available in English and Russian as well. Printed publications (usually made in the TSNUK publishing house) and electronic presentations (about University, Institutes, Faculties, and research activities) in English and Russian are also disseminated. The Department for International Scientific and Technical Cooperation and Innovation Technology has created a database for research activity of the staff for dissemination of information about international projects; database for international research and educational projects of Faculties; information system about upcoming scientific conferences. The University Press-Center and INCOS Centers are also active participants of information activities.
- Language teaching system. The main functions are performed by the Institute of Philology. Also Language Center for students was established in 2010 as its structural division. An important role is played by the Preparatory Faculty (for foreign students). Institute of

International Relations has its own powerful Department of Foreign Languages and Language Study Center. TSNUK hosts also 17 foreign language and cultural centers (the Russian, Belarusian, and Chinese ones are the most recently established).

**Finance includes:**

- The University budget. In 2010 the total budget of TSNUK was 762 million hryvna (about 70 million euro). In 2008 it was 480 million hryvna. But international activities are not calculated separately in the budget. They are dissolved in different types of costs, and decisions are made ad-hoc. But the strategic guideline is to change this situation, and the first step has been made – up to 0.25% of the University budget may be used for hosting representatives of foreign institutions invited for negotiations to establish international relations with TSNUK. As for setting incentives, the University often covers transportation costs for business trips of its staff, while it seldom covers cost of stay. It also provides financial stimuli for lecturers of English-taught courses.
- External financing (foreign grants, partial self-financing of academic mobility by the students and staff, cooperation with business). According to the Statute and Ukrainian legislation, monetary and material benefits from foreign economic activities are used by the University for its statutory work according to its budget and the legislation. For example, during 2010 TSNUK received 8 million hryvna (about 750 000 euro) of research grants. This amount does not include other types of grants and indirect financing of the University faculty and students by external grant beneficiaries.

**Normative basis** has the following elements:

- National legislation. TSNUK as a member of university society also acts as initiator and participant in discussing draft legislation in the field of higher education, and its internationalization in particular.
- Internal acts. Besides following the Ukrainian legislation, the University has developed internal normative basis, including:
  - Regulation on Evaluation of Effectiveness and Quality of Activity of Departments, Staff, Faculties and Institutes, that considers experimental evaluation criteria (including indicators of international activity) elaborated by the Pro-Rector for Science & Educational work and Scientific and Methodological Center.
  - New Concept of Teaching Foreign Languages in TSNUK elaborated by the Pro-Rector for Science & Educational work, Institute of Philology, Scientific and Methodological Center. Scope of its application was gradually enlarged across the Institutes and Faculties.
  - Rules of Enrolment of Foreign Citizens in TSNUK elaborated by the International Relations Office.

- Rules for Business Trips Abroad elaborated by the International Relations Office.
- Guidelines for the Outgoing Stuff (has a form of recommendations, mostly on seeking opportunities to enlarge international relations with other universities and other institutions) elaborated by the Department for International Scientific and Technical Cooperation and Innovation Technologies.
- Agreements and contracts. According to the Statute, international relations are usually organized by signing agreements with foreign citizens, educational and research institutions, international organizations, funds, companies etc. TSNUK prepares, retrains, and certifies foreign specialists under international agreements of Ukraine and contracts with legal entities and individuals, including foreign ones.

### *Assessing the results*

Besides two self-assessment studies and subsequent site visits of external experts under the TEMPUS-QATMI project, TSNUK regularly (annually, semiannually or ad-hoc) performs assessment of implementation of its internationalization strategy, which scope and frequency was increased during the period of the project implementation. The most recent internal evaluation reports include:

- International Relations of the University // Report of the Rector of Taras Shevchenko National University of Kyiv Leonid V. Hubersky on Work in November 2009-December 2010 and Tasks for the Next Year (2010).
- Modern State and Perspectives of International Relations of Taras Shevchenko National University of Kyiv (2010).
- Activity of Structural Divisions of the University on Enrolment of Foreign Citizens for Study in Taras Shevchenko National University of Kyiv (2010).
- On Means of Optimizing Study and Teaching Foreign Languages in Taras Shevchenko National University of Kyiv (2010).
- Modern State and Perspectives of International Research Cooperation Development of Taras Shevchenko National University of Kyiv (2010).

During the past two years TSNUK had the following achievements.

- High level of international academic mobility (for the staff and PhD students). Every forth professor participates in outgoing mobility each year.
- In 2010 calendar year 1134 staff members and students participated in outgoing academic mobility, in 2008/09 academic year – 948.
- In 2008/09 185 foreign researchers and professors visited TSNUK (twofold increase in comparison with the previous academic year).
- The number of English-taught courses envisaged in the curriculum has tripled during the past 2 years (though its share remains quite low

and requires further increase). Russian-taught program for foreign students was launched at the Faculty of Law.

- The number of internationalized summer schools is increasing (in 2010 – TSNUK organized Summer School on Ukrainian Studies for foreigners, International Joint Summer School on Law, Summer School on European Integration involving domestic and foreign lecturers);
- The University students successfully participate in international competitions (in 2009 students of Faculty of Mechanics and Mathematics won 7 first and 4 second prizes in international competitions, and 1 first place as a team).
- In 2010 TSNUK hosted 56 international scientific conferences.
- In 2010 the staff of TSNUK published 539 research articles abroad (and 4537 in Ukraine), 7 textbooks and study manuals (252), 7 monographs (83).
- TSNUK organizes and participates in inter-cultural activities (in 2010 the Competition «Rainbow of countries» was held by Institute of International Relations to celebrate the International Tolerance Day; the following amateur collectives represented TSNUK abroad: «Dnipro» in Germany and France, «Vesnianka» in Czech Republic, «Roksolana» in Germany and Japan, «Nakshatra» in India, they were awarded in international competitions).

The following problems and challenges exist:

- Total number of international students graduating from the University with a degree decreased from 165 in 2007 to 121 in 2010. Foreign students are also mostly concentrated in Institute of International Relations and Institute of Philology.
- In 2005-07 the Preparatory Faculty taught more than 500 students, but the number of students has decreased since that time to 127.
- Student mobility is much lower than the mobility of the faculty with only about 1% students going abroad annually.
- Short-term visits (less than 1 month) dominate in incoming student mobility.
- TSNUK lacks Dual-Diploma, Joint Master and PhD Programs (but the issue is under active consideration).
- Despite constant progress and high indicators in certain structural divisions, the University still has to improve language skills of the faculty in order to better satisfy the needs of launching English-taught study programs;
- Opportunities for external financing are not fully used.
- Information about study opportunities in TSNUK should be presented in a more detailed way, including syllabi of courses etc.
- Procedures sometimes are time-consuming.

## ***Further opportunities***

The following types of international activities may be further addressed in the strategic framework of the University:

- writing diploma theses in foreign languages;
- joint supervision and reviewing theses;
- creating subsidiaries abroad;
- development of international distant learning and distant teaching;
- launching short-term international study programs, besides language courses, and summer schools.

The following tools may be used as well:

- using sequential modular approach in study and increasing the share of elective courses (including English-taught ones) to improve conditions for academic mobility;
- using interdisciplinary approaches in study and research, as it may be more interesting for foreign partners;
- on-line versions of research works and textbooks of the faculty;
- adjusting facilities for the needs of foreign students with disabilities;
- branding the University as a place which gives opportunities both to study and visit interesting places (historical places, museums, natural attractions etc.);
- more diverse use of the methods of international marketing;
- subject to legal opportunities, creation of a company to provide special services such as translation, cultural events, help in accommodation, consulting on international activities, selling souvenirs;
- better consideration of the needs of employers in setting priorities in international activities.

The top management of TSNUK pays specific attention to the TEMPUS-QATMI project, and the outcomes of the project will be further implemented in strategic and tactical planning.

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# NATIONAL AND INSTITUTIONAL IMPACT OF INTERNATIONALIZATION ON RUSSIAN HIGHER EDUCATION

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In our days, the Universities have become subjects to competition in regional, national, and international educational markets. The formation and implementation of a University Internationalizing Strategy (UIS) will insure success in this competition. UIS can be defined as attributing international character to the university's educational, research, and managing processes by developing both traditional and new forms of international activities at the university. The achievement of strategic goals of internationalization preconditions the need for elaborating on an appropriate mechanism of strategy implementation. The choice of tools, methods, and resources of the mechanism depends on the existing potential for university internationalization (good and bad practices), and the revealed dangers and opportunities of globalizing educational space.

As the leading trend in the development of the world economy, politics, and culture, globalization's influence on education and science is manifold. At present, the national systems of higher education cannot develop outside global processes and trends, without taking into account world labour market requirements. Any national educational system in the modern context is unable to train independently professional personnel who are both able to work effectively in the changed conditions of the global market and meet the requirements of the post-industrial society at the same time. Besides, the higher education of the XXI century cannot be effectively reformed and modernized based on national level criteria only, without considering international standards and quality requirements. Thus, the emerging internationalization and increasing innovativeness of education and science are the expected responses of higher education to today's challenges.

The role of education as a key factor for socio-economic development is emphasised in Europe 2020 strategy as «it plays an essential role in the creation and dissemination of knowledge, in preparing future generations to become active citizens, active social and economic actors, in training future trainers at all level of the education system. Any initiative in the sector has an impact on society and the economy at large» (Füle, 2011).

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The joining of the Bologna process by EU countries and Russia brings new characteristics and raises new questions and challenges to the process of higher education internationalization as a substantial part of scientific and educational globalization. That is why updating the essence, defining strategic relevance, pointing out the forms, and justifying the mechanism of university internationalization in the context of globalization are major research and practical challenges here and now.

A consortium of 11 higher educational institutions (HEI) from 3 European and 5 Post-Soviet countries<sup>5</sup> within the framework of the Tempus Project «Quality Assurance Tools for the Management of Internationalization» QATMI 144882-Tempus-2008-DE-JPGR prepared a detailed problem analysis of internationalization in the partner countries which can be found at the Project web-site (<http://www.qatmi.eu>).

In general, the internationalization of education has been viewed as a process of expanding university activities beyond national educational systems, developing international educational and scientific cooperation, adjusting university activities to international standards to assure high quality of education and research at the university as well as to increase its competitiveness (Kozlova, 2004).

Internationalization aims at:

- improving quality of education and research by means of student and faculty academic exchanges;
- increasing competitiveness and image of HEI in regional, national, and global educational spaces;
- diversifying and growing revenues by means of attracting international students.

The above mentioned goals can be achieved if:

- the university's top management is aware of the importance of internationalization as a factor in the university's competitiveness and sustainability;
- an internationalization strategy has been established, and the mechanism, tools, and methods of reaching its goals have been defined.

However we should be aware of the challenges which are common across borders and continents and have become especially obvious after the crisis: quantity, quality and funding (Curell, 2011).

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<sup>5</sup> University of Oldenburg (Germany), University of Alicante (Spain), Nicolaus Copernicus University (Poland), Belarusian State University (Belarus), Belgorod State University, Volgograd State University (Russia), Taras Shevchenko National University of Kyiv, Zaporizhzhya National University (Ukraine), Yerevan State University, Yerevan State Academy of Fine Arts (Armenia), Baku Slavic University (Azerbaijan).

Globalization is to be treated by the university top management both as a threat and an opportunity for modernizing national educational systems in whole and universities in particular. The competition between public and private HEIs, and the appearance of new players in educational space (such as corporate universities, consulting and training companies) are forcing universities to strengthen the traditional forms of international cooperation and develop new ones.

HEIs must be better funded, better organised, more innovative, generating and delivering knowledge that is relevant for the challenges of today and tomorrow to remain competitive in educational world market.

Many HEIs have been trying to join their forces and set up regional and international organizations dealing with quality assurance and accreditation of educational programmes and HEIs. Each national HEI faces the dual challenge of making their degrees recognized by students and employers in their countries, and appealing for foreign citizens and companies.

Following the principles of strategic management and participating in the QATMI project made Volgograd State University include internationalization in the Programme of Strategic Development of Volgograd State University for 2011-2015 (Inshakov, 2011). The Strategy of Internationalization was adopted by the VolSU Academic Board in early 2010. It serves as groundwork for further programmes and projects aimed at developing and strengthening international cooperation.

The starting point of working out the strategy of internationalization is analyzing (or self-assessing) the university's existing potential and current level of internationalization (forms of international cooperation), defining strong and weak points of international activities, and revealing the threats and opportunities of its development.

Among the wide-spread forms of internationalization of higher education are the following:

- cooperation agreements;
- agreements to start recognized educational programmes;
- internationalization of curricula;
- students' mobility;
- academic mobility;
- joint researches, projects, grants, publications;
- HEI branches abroad (Lorange, 2002).

These approaches, to a certain extent have been used by VolSU. Each of the forms has its advantages and disadvantages. However, the commercial benefit has become one of the main goals and factors. The effectiveness of in-

ternational activities is measured by revenues HEI receives or expenses it may reduce. That is why these forms are constantly being modernized.

Depending on the development of this or that forms of internationalization, three groups of HEIs may be distinguished:

- Group 1. International activities are limited to ad hoc student and staff exchanges. This group is characterized by low level of foreign languages proficiency;
- Group 2. Apart from exchanges within cooperation agreements the HEIs are involved in joint research projects and educational programmes;
- Group 3. Internationalization is understood by HEI top-managers as a strategic development and competitive advantage in regional, national, and international educational markets. International activities are well developed and have many forms.

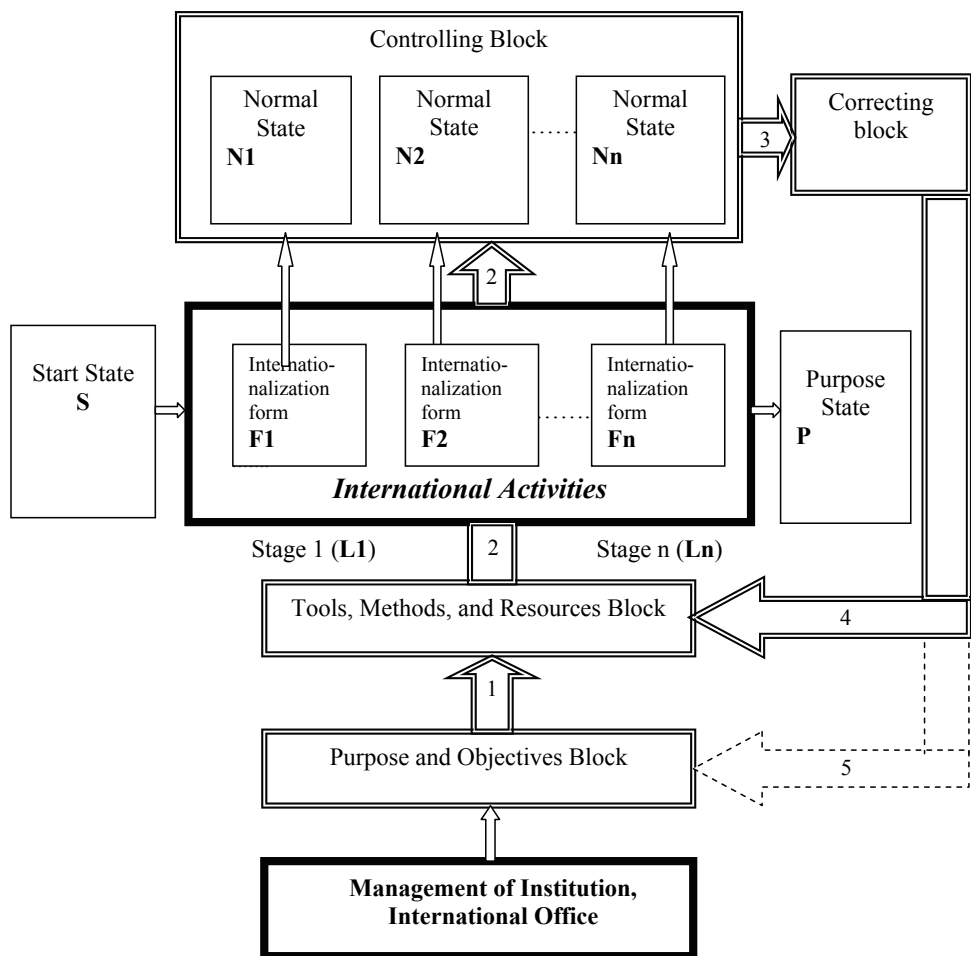
As we can see most HEIs are involved in international cooperation and perform internationally, however the level of internationalization is rather low. Strategic level of internationalization implies systematic and consistent integration of international aspect into education, research and extra-curricular HEI activities. In this sense very few HEIs even large ones can be characterized as truly internationalized.

The Strategic level of internationalization adds an international component to the vision, mission, and strategic goal of HEI development. Other alternatives to assure competitiveness and sustainability of HEI can hardly be found. Universities have been involved in competition not only in local and regional educational markets but also at national and international levels these days. A number of internationalization-oriented focused actions are required to win the competition, such as student and staff mobility, harmonization of curricula and educational programmes, establishing international networks of HEIs, and using international quality assurance and accreditation systems.

The Implementation of HEI internationalization strategy is a rather complex labour-intensive and time-consuming process that implies a certain mechanism with a set of tools, methods, and resources to achieve strategic goals.

*The Mechanism of implementing UIS* should include a number of certain blocks interconnected among each other and take into consideration the nature of the object which is HEI international activities as a complicated and multifunctional system. Special attention should be paid to modernization and reforming of national educational systems in a majority of countries which leads to regular monitoring and supervision over the strategy at all stages of its implementation.

While forming this mechanism we distinguish and analyze starting (S), purposeful (P), normative (N), leg (L), competitive (C), and factual (F) states of HEI internationalization. The analysis is efficient when carried out on the ground of core indicators that allow distinguishing quickly and unambiguously parameters of forms of internalization at different stages of development (diagram 1).



**Diagram 1. Description of UIS mechanism (designed by authors)**

Thus, forming the system of indicators to describe entirely the parameters of the goal is a starting point in elaborating on the mechanism of strategy implementation, as well as assumed change of their values at interim stages on the way to the strategic goal. The analysis of internationalization phase state can be carried out by means of matrix table of indicators characterizing state, structure, and volume of financing of different forms of internationalization (table 1).

**Table 1. Matrix Table of University Internationalization Status Indicators**

| <b>Internationalization Form</b>   | <b>Quantity</b> | <b>Structure</b> | <b>Volume and structure of financing (internal or external source of financing)</b> |
|--|-----------------|------------------|---|
| Cooperation agreements   |                 |                  |   |
| Agreements on starting harmonized educational programmes                           |                 |                  |   |
| Internationalization of syllabuses   |                 |                  |   |
| Students' mobility   |                 |                  |   |
| Academic internships and mobility  |                 |                  |   |
| Joint research projects and scholarships, publications and collections of articles |                 |                  |   |
| Foreign branches of universities   |                 |                  |   |

Source: the authors

According to O. Inshakov, the mechanism of UIS implementation can be shown as a system of interconnected blocks which includes: *purpose and objectives block; tools, methods, and resources block; controlling block; and correcting block* (Strategies ... , 2004).

1. According to the chosen strategy conception, programmes and plans of internationalization are worked out in the Purpose and Objectives block (step 1). At this step it is important to define the general guidelines for the purposeful state of internationalization in the distant future, while taking into consideration the priorities of HEI development.
2. The Tools, Methods, and Resources Block is responsible for transforming international activities carried out by means of various methods and tools (step 2). Qualitative and quantitative transformation of internationalization reaches the required results only when the methods are used systematically. The standard methods of strategic development are the following: planning, organizing, regulating, controlling, programming, financing, pricing, licensing, fixing quotas, standardizing, etc. Applying different tools such as rates, prices, tariffs, bonuses, grants, subventions, donations, etc. is a special aspect of this block.
3. Controlling Block. Controlling as a «goal-seeking system of planning and control which assures integration, organization and coordination of the management process stages» (Strategies ... , 2004), is to assure monitoring, evaluation, analysis and diagnosis of international activities strategic development (step 3). The major controlling tools are performance analysis of the activities and analyzing the causes that influence the results.

4. **Correcting Block.** The block is responsible for eliminating the revealed deviations from the basic trajectory of development (step 4). The purposeful block may have some changes (step 5) in case of strong fluctuations around the strategic trend or because of altering some of the parameters.

The effective and transparent mechanism of Strategy implementation is a precondition of successful development of internationalization of HEI.

Thus, developing international HEI cooperation, strengthening international relations, increasing student and staff academic mobility, and setting up joint educational and research projects are strategically important HEI activities which provide additional revenues on the one hand and improve competitiveness and sustainable development on the other hand. Such Tempus projects as QATMI are a unique instrument towards assisting HEIs to strengthen their UISs in compliance with a Quality Assurance requirements.

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# STRATEGIC PLANNING AND INTERNATIONALIZATION STRATEGIES AT YEREVAN STATE UNIVERSITY

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Strategic planning is a process implemented by the university to identify what should be done in order to successfully accomplish its long-term mission and main goals. It tries to evaluate the present and estimate the future environment in order to build a more favorable and desired future for the university. In order to move the university in this direction, the Yerevan State University has developed its Strategic Plan which includes a set of goals, objectives and activities.

In 1994 Yerevan State University adopted its first Development Plan for the years 1995-1999. It was the first attempt of long-term planning at the University, and this plan guided the university through the hardest period of economic reformations.

The next long-term plan for the years 2002-07 was developed in 2001. This plan aimed at strengthening the development trends in all the main performance areas of the University and adapting to the new environmental challenges.

The present strategic plan (Yerevan State University Strategic Plan for 2010-2014) was elaborated in 2008 for the years of 2010-2014. The draft has been developed by the Strategic Planning Committee chaired by the Rector of YSU based on the critical analysis of the implementation results of the previous long-term plans and impacts of external and internal environmental factors.

The Strategic Planning Committee adopted a nine-step Strategic Planning Model, which constitutes a what-must-be-done portion of the strategic planning process. The 9 steps are:

1. Develop key performance indicators (KPIs);
2. Perform an internal and external environmental assessments;

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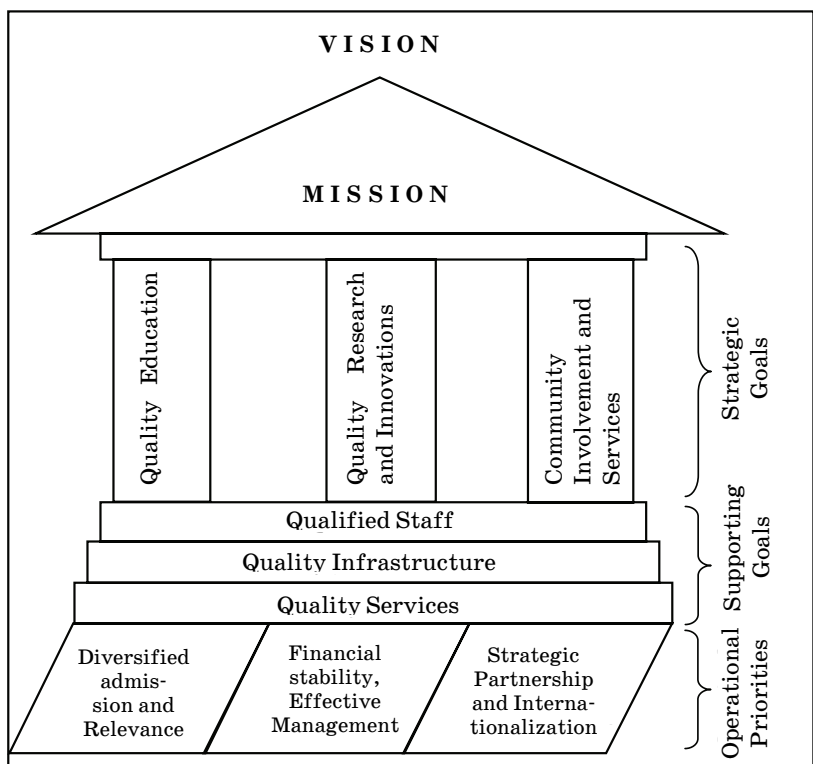
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3. Perform a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis;
4. Generate ideas through brainstorming process;
5. Evaluate the potential impact of each idea on each SWOT aspect;
6. Formulate vision, mission, goals, objectives and strategies;
7. Conduct a cross-impact analysis to determine the impact of the proposed strategies on the organization's KPIs;
8. Implement strategies, objectives and goals;
9. Monitor and evaluate the actual impact of strategies on organizational KPIs.

According to the adopted methodology, which is illustrated in Figure 1, prior to the strategic planning, university performance was evaluated by using more than 100 Key Performance Indicators (KPIs) selected for the main performance areas of the University. Then, a cross-impact analysis between the external and internal environmental factors and KPIs was performed to identify internal strengths and weaknesses as well as external opportunities and threats of the university. These SWOT analyses have enabled us to adequately evaluate the influence of environmental changes on different aspects of the university's performance and to align the future development of the university with the needs and changes of its internal and external environments.



The current strategic plan of YSU is created through its harmonization with the new environmental context of the institution. The **3 Strategic goals** have been defined - *Quality Education, Quality Research, and Wider Community Involvement* – which represent our key business areas. Our **3 Supporting goals** - *Qualified Staff, Quality Infrastructures, Quality Services* - represent what we need to deliver in order to achieve our strategic goals, and our **3 Operational priorities** - *Diversified Admission and Relevance, Financial Stability and Effective Management, Strategic Partnership and Internationalization* - direct our approach to achieving these goals. The frame of the YSU Strategic Plan is illustrated in Figure 2.



**Figure 2: The framework of the YSU Strategic Plan**

For each of the goals, several relevant **Objectives** are defined and appropriate **Strategies** in the form of policies, programs, projects, decisions, activities and recourse allocations are developed to achieve these objectives. Clearly defined, measurable indicators have been introduced that will help to control and assess the implementation progress of the Strategic Plan over 5 years.

The University’s Strategic goals and Objectives, as well as main strategies for achieving these goals, are briefly presented below.

## *The Strategic Goals*

**Goal 1. Quality Education:** *To become one of the leading universities in the region, to ensure high educational standards, and to enable our students to fully realize their potential by providing flexible study programs that meet today's requirements.*

The main Objectives for this goal are as follows:

- Implement structural and contentual renovation of study programs in line with today's international curricular standards and requirements of the labor market.
- Introduce internal quality assurance system in accordance with the requirements of the European Standards and Guidelines.
- Ensure extended application of the credit system in all University study programs and study modes.
- Create supportive conditions and encouraging mechanisms for substantial improvement of the teaching, learning and assessment processes.
- Ensure extended and efficient usage of information technologies in the study processes of the University.

To achieve this goal, 34 Strategies have been developed.

**Goal 2. Quality Research and Innovations:** *To maximize the application of the University's research potential in the enhancement of economic development and public welfare processes by creating excellence centers in the priority research fields, and encourage active involvement of the teaching staff in research activities.*

Four main Objectives have been formulated for this goal:

- Create prerequisites and supportive mechanisms for substantial growth of research activities and broader engagement of teaching staff and students in research projects.
- Stimulate the development of the University-Industry research collaboration; create a research innovation infrastructure to commercialize research outputs.
- Promote internationalization processes of the University research activities; ensure integration of the University in the European Research Area.
- Reconstruct University postgraduate studies as a third cycle of higher education by including taught components and in accordance with the requirements of the European qualification framework.

28 strategies were developed to accomplish these objectives.

**Goal 3. Community Involvement and Services:** *To make real investments in the intellectual, educational, economic, scientific and cultural life of the society and promote external support and recognition of the University and its activities.*

The appropriate 3 Objectives formulated for Goal 3 are listed below:

- Ensure further development of interaction with the society and broader involvement of the University in community programs.
- Develop the lifelong learning system in the University in line with social demand.

16 Strategies have been developed to accomplish this goal.

### ***Supporting Goals***

The 3 Supporting Goals and related Objectives are presented below. These are *Qualified Staff*, *Quality Infrastructures*, and *Quality Services*.

**Goal 4. Qualified Staff:** *To involve qualified teaching staff and provide them with the possibilities of continuing professional development and a modern, supportive working environment.*

The main objectives set for this goal are as follows:

- Renew and improve the teaching staff in line with the international standards of quality assurance.
- Raise the social satisfaction level of YSU personnel and move the process towards reducing the corruption risks.

13 Strategies were developed to achieve this Goal.

**Goal 5. Quality Infrastructures:** *To provide a modern and stimulating learning and working environment to ensure high quality academic and supporting activities for all students and employees.*

The main Objectives are:

- Improve facilities and the technical base of the educational process, develop and upgrade the learning and research laboratory base of the University in accordance with the needs of educational and research programs.
- Create a unified central University information system and ensure its access for all University students and employees.

There are 14 Strategies in place to accomplish this goal.

**Goal 6. Quality Services:** *To provide high-quality and effective supporting services that are geared towards fully meeting the educational, professional and social needs of the students and maximizing their potential to successfully complete their education.*

The Main Objectives to accomplish this Goal are:

- Increase students' satisfaction level from educational and student support services at YSU.
- Develop University information resources according to the contemporary standards; ensure their effective operation and easy access.

13 Strategies have been developed for Goal 6.

## ***The Operational Priorities***

Our Operational priorities are about *Diversified Admission & Relevance*, *Financial Stability and Effective Management*, and *Strategic Partnership and Internationalization*. These priorities and related objectives are described as follows.

**Priority 7. Diversified Admission & Relevance:** *To broaden University's admission profile and align it with the economic development needs of the country and requirements of the labor market. To further develop current internationalization trends of the student body.*

The Main Objectives are:

- Activate admission marketing processes in order to retain entrants flow in the contexts of negative demographic trends.
- Align University admission structure and numbers with the combined needs of the university entrants and the labor market.
- Increase international student body in the University's Bachelor and Master programs by introducing complex measures of recruitment and study organization.

21 strategies have been developed to accomplish this priority.

**Priority 8. Financial Stability and Effective Management:** *To become more proactive and entrepreneurial in finding new financial sources and increasing financial inflows of the University, to diversify and identify alternative financial sources. To increase management effectiveness and quality of administrative services.*

The Main Objectives:

- Enhance University's financial inflows and diversify their sources.
- Increase contribution of alumni, donor organizations and individuals in the developmental projects of the University.
- Harmonize the financial planning with the University's strategic goals and objectives.
- Increase effectiveness of the management and utilization of the financial resources.
- Increase effectiveness of the University administration by fostering decentralization of the management and accountability; ensure extended application of the management information systems.

There are 27 Strategies to achieve Priority 8.

**Priority 9. Strategic Partnership and Internationalization:** *To ensure comprehensive development of the University's external relations, to strengthen partnership with labor market, to promote internationalization of YSU activities.*

The Main Objectives are as follows:

- Establish long-term partnerships with main employer organizations of the University and community structures.
- Expand and diversify international relations of the University, promote the cooperation in the educational and research fields with the European universities and international organizations of higher education.

14 strategies have been developed to accomplish Priority 9.

This priority of YSU intends to develop and reinforce the present trends of internationalization in all its performance areas, broaden the network of international cooperation, maintain its leading role in all national and regional developments with regard to the Bologna process, and strengthen its international image.

To succeed in internationalization, the University must achieve progress in several interrelated areas, such as:

- internationalization of the learning environment in line with the Bologna Process,
- promoting international academic mobility,
- strengthening international research and graduate training,
- developing administrative and technical support to international relations.

The following strategies aimed at achievement of **second objective** of Priority 9:

1. To develop set of priority areas of YSU international cooperation coherent with the development perspectives of the University.
2. Broaden the range of the University's international activities; ensure involvement of all the University faculties in international cooperation programmes. Establish structures responsible for international affairs within each faculty.
3. Improve the information base of the University's international activities; establish a University consulting service for supporting development of international projects, search for grant sources, and build international partnerships.
4. Achieve a complete involvement of the University and its faculties in Bologna reforms; work out and implement a long-term plan for implementation of Bologna principles and objectives.
5. Develop cooperation with leading foreign universities, including ones from NIS countries, with the aim of creating joint Master and Doctoral programmes, and awarding joint qualifications in the perspective interdisciplinary areas.
6. Create incentives for active involvement of University students and academic staff in the international exchange/mobility programmes.

7. Create favorable conditions for invited foreign academics to regularly visit YSU and broaden their participation in the educational programmes of YSU faculties.
8. Broaden participation of the University in strategic alliances and networks with leading foreign HEIs and research centers by signing long-term cooperation contracts and establish with them joint research laboratories and centers.
9. Promote active involvement of University academic units, research groups and individual experts in the international educational and research projects and grant programmes, deployment of their expertise in the international higher education organizations.

### ***Implementation of the Strategic Plan***

The draft Strategic Plan has been publicized and directed to all University faculties for review and assessment. Based on the results of the discussions and suggested changes a final version of the Plan was prepared and approved by the YSU Board in 2009.

As for the implementation of the Strategic Plan, it should be noted that it is not a rigid program. Instead, it is iterative in essence and subject to changes in response to the unforeseen environmental changes. They can bring about new opportunities and challenges to be responded to, as well as new external threats to be overcome by the University. Thus, YSU strategic planning is a continual cyclic process of monitoring, analysis and improvement, involving all academic units and performance areas of the University. It also requires the use of short-term operational plans for each year of the entire Strategic Plan.

The Plan outlines where the University intends to be by 2015 facing challenges of the time provided and taking advantage of the given opportunities in this 5-year period. The Strategic Plan will «work» and its goals and objectives will be achieved if they are accepted by the whole University community. The shared vision of the University's future and commitment to its creation are the main prerequisites for this success.

# THE PROCESS OF INTERNATIONALIZATION AT YEREVAN STATE UNIVERSITY

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The current stage of university education development is characterized by an amount of interrelated and interdependent processes with prominent objective meaning. This process involves more widespread education, including better access to it for different social groups, regions and countries, and its globalization and internationalization. The content of the internationalization process causes a lot of controversy. It can be defined as academic mobility, including and covering students and faculty/professors, staff, and researchers, development and implementation of joint educational programs or research projects, more intensive international cooperation and participation in joint projects, grants, associations, networks.

This concept can be defined as a process of educational services by greater use of IT or creating other branches and campuses outside of physical alma maters. Internationalization can be interpreted as an educational integration, carried out by unifying programs, courses, and educational standards. It also includes a certain degree of unification of skills, abilities, competence, all the results of the educational process. Ultimately, internationalization can be interpreted as the creation of a certain environment and cultural support of other values, which provides general intercultural understanding, and make it arise into the education with multi-directional cross-cultural communication.

One can also agree with this interpretation of internationalization, which determines the latter in higher education as «the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education.»(Knight, Jane (2008)). Based on various studies conducted in recent years in the international inter-university community it could be indicated that there are a few key directions and priorities in the process of internationalization. Concerning YSU, they include:

1. Positive impact on improving the quality of the educational process, professional training and quality assurance of education in general. The

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quality of education and, bringing it into conformity with existing international standards (in particular with the requirements of ENQA) today is a priority at YSU and in Armenia, in general. YSU cooperates with universities from abroad, and with partners in Armenia, creating a consortium with leading universities to implement various joint programs.

2. Through the process of internationalization by a successful, multi-faceted and multi-directional international scientific cooperation, bilateral contacts with partners of YSU, and participation in multinational consortia and projects. Next in importance is the development of collaborative research programs enabling the development of fundamental science and the potential commercialization of research results.

3. Professional and student mobility. It is this aspect in recent years that became one of the most rapidly developing part of the internationalization of education. In recent years, the numbers of staff who participated in various exchanges, international events and other types of professional mobilities had doubled. Student mobility has increased nearly three-fold.

**Table 1: Staff mobility at YSU 2003/04 – 2009/10 ac.years**

| Outgoing YSU's staff mobility | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Europe                        | 116       | 112       | 134       | 98        | 135       | 174       | 220       |
| Africa                        | 1         | 2         | 2         | -         | -         | 1         | 1         |
| North America                 | 28        | 32        | 19        | 13        | 9         | 18        | 27        |
| South America                 | 2         | -         | -         | 1         | -         | 2         | 2         |
| Asia                          | 9         | 7         | 10        | 10        | 8         | 25        | 14        |
| Total                         | 156       | 153       | 165       | 122       | 152       | 220       | 264       |

**Table 2: Student mobility at YSU 2004/05 – 2009/10 ac.years**

| Outgoing YSU's student mobility | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Europe                          | 29        | 35        | 38        | 22        | 53        | 110       |
| Africa                          | 22        | 19        | 5         | 5         | 7         |           |
| North America                   | 5         | 4         | 5         | 8         | 2         | 13        |
| Asia                            | 12        | 15        | 4         | 3         | 14        | 39        |
| Total                           | 68        | 73        | 52        | 38        | 76        | 162       |

4. Increased number of signed agreements on cooperation, and, more important - increasing numbers in mobility are within the signed international agreements on scientific and educational cooperation (see Table 3). Internationalization process also includes, but is not limited to, additional elements such as participation in international professional networks and international organizations, involvement of students and faculty into various exchange programs, participation in grants for internationalization, financial support or co-fund-

ing research projects, etc. Today, YSU is extensively involved in international programs. The university is a member of the International Association of Universities, the European Universities Association, the Eurasian Association of Universities, the Association of Universities of the Black Sea, and others of the International Association of University Presidents.

**Table 3: YSU international partners 2004/05 – 2009/10 ac.years  
(according to signed agreements and MOUs)**

| YSU's international university partnerships | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Europe                                      | 75        | 76        | 72        | 93        | 101       | 123       |
| Africa                                      | 1         | 2         | 2         | 2         | 2         | 2         |
| North America                               | 21        | 22        | 22        | 23        | 25        | 26        |
| South America                               | 3         | 3         | 3         | 3         | 3         | 3         |
| Asia  | 6         | 7         | 7         | 11        | 11        | 18        |
| Total                                       | 106       | 110       | 106       | 132       | 142       | 172       |

Currently YSU has bilateral agreements with almost 180 universities and scientific centers in 40 countries around the world. YSU is also actively involved in many grant programs and also in several international projects such as Tempus, OSI, DAAD, USAID, ISTC, CRDF, FP7, etc., and numerous research projects. It also must be emphasized that YSU is involved in several international networks, such as Erasmus Mundus, and the Network University of CIS. Indeed, since 2007 YSU has been actively participating in the Erasmus Mundus «External Cooperation Window for Georgia, Armenia and Azerbaijan».

Along with EU programs, YSU has been taking part in a number of international cooperation projects. Yerevan State University has the competent experience of student and teaching staff mobility. During the last years, YSU students and academic staff have enjoyed mobility into the following countries of the EU: Belgium, Finland, Germany, France, Italy, Netherlands, Spain, Sweden, UK and Austria. In the course of previous years more than 7,000 foreign students from 82 countries studied at YSU, with about 80 defending their dissertations. Currently, YSU maintains academic exchanges with over one hundred institutions.

Individual researchers are responsible for around thirty grants per year. YSU researchers have established reputations well beyond Armenia, Russia and East Europe in a wide variety of disciplines. They have been actively involved in the establishment of productive international research partnerships with colleagues at institutions with advanced and complementary research capabilities around the world, and have engaged in applied collaborative relationships in international development in a number of contexts. Our partners include: Arizona State University, University of California at Berkeley, University of Michigan, George Mason University, University

of Connecticut (USA); University of Rostock, University of Trier, Halle University (Germany); University of Bologna, University of Florence, University of Venice, Ca Foscari, (Italy); University of Warsaw (Poland); Aristotle University of Thessaloniki (Greece); Moscow State University, Saint-Petersburg State University (RF); Donetsk National University (Ukraine); Montpellier I, Paul Valery (Montpellier III), Aix-Marseilles I, National Institute of Eastern Languages and Civilization Paris (France).

5. It seems that a few less important determinants of internationalization include the development of intercultural communication and intercultural understanding. On the other hand, the last three years have seen noticeable increases in the amount of foreign students, mostly from CIS countries and countries in the region, particularly Iran, although the number of foreign specialists collaborating at YSU (often linguists) are virtually unchanged.

**Table 4: Incoming international degree-seeking students at YSU  
2004/05 – 2009/10 ac.years**

| Total incoming international degree-seeking students | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Europe   | 218       | 255       | 318       | 419       | 410       | 348       |
| Africa   | 5         | 3         | 5         | 9         | 7         | -         |
| North America  | 2         | 7         | 10        | 10        | 4         | 15        |
| South America  | 1         | 1         | 1         | -         | -         | -         |
| Asia   | 221       | 166       | 159       | 219       | 353       | 367       |
| Total  | 447       | 432       | 493       | 657       | 774       | 730       |

**Table 5: Incoming international staff at YSU 2003/04 – 2009/10 ac.years**

| Total incoming international staff | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Europe                             | 20        | 25        | 27        | 18        | 22        | 19        | 10        |
| Africa                             | 2         | 1         | 3         | 2         | -         | 3         | -         |
| North America                      | 4         | 2         | -         | 3         | 4         | 5         | -         |
| South America                      | 1         | -         | 2         | 1         | -         | -         | 1         |
| Asia                               | 5         | 9         | 11        | 14        | 9         | 8         | 3         |
| Total                              | 32        | 37        | 43        | 38        | 35        | 35        | 14        |

The Yerevan State University is the first university in Armenia that implemented an internal quality assurance system, which includes areas such as quality assurance in curriculum development, staff development, and development of information systems for quality assurance, ensuring transparency within the assessment. The beginning of a systematic work, in order to improve the quality of the educational process at YSU, was the creation of an educational and methodical management of quality assurance and control. In the framework of the Tempus program, it was implemented by the relevant methodical preparation and training. An associated

strategic development plan was accomplished once it identified priority areas and their respective specific objectives to be met within such areas in which YSU worked during the respective period of implementation. Furthermore, strategies needed to meet the objectives being developed, along with specific indicators for measuring whether the objectives have been met in the stated time. Finally, in order to assure the implementation and realisation of the strategic plan, individuals responsible for leadership in its implementation have been assigned. For the development and the operation of quality management systems at the University, a procedure of internal audits of various structures and units was implemented. Such procedure is a complex inter-university evaluation and assessment of faculty, which represents the combined procedure of self-evaluation and internal audit. It allows one to comprehensively and objectively assess the effectiveness of departments. Professional development and training are key aspects of implementation and sustainability of quality of education and quality culture development. From 2009-2011 special trainings were implemented at YSU to increase competence and qualifications of the faculty responsible for quality assurance. In the development of quality assurance processes in all aspects, including internal and external evaluation of university activity, active and full participation of YSU students was envisaged. Getting feedback from students in the form of answers to questionnaires was widespread, and this feedback was taken into account when developing training programs. In student surveys, university administration received valuable information for prospective students as well as other interested parties about students needs and their attitudes and assessment toward quality of their education.

The major focus of YSU was to improve the quality of higher education, its attractiveness and competitiveness in Europe, develop partnerships with countries in the Eurasian realm, based on academic mobility within the various student exchange programs, and based on bilateral, multilateral and intergovernmental agreements with countries in Europe and Asia. At YSU new Graduate Program in the specialty of Visual Computing, with the financial support of the German Academic Exchange Service DAAD and jointly with the University of Rostock (Germany) started to operate. Currently, this program trains 14 students of YSU. In addition it is scheduled to open the second joint program with the German partners in the specialty of Computational Sciences and Engineering. One of the most successful and popular educational programs of the European Union's Erasmus Mundus («Erasmus Mundus») is working in Armenia for 5 years, and provides students with an opportunity to get a master's degree or postgraduate studies at prestigious universities in Europe. Over the past three years 16 YSU students have been educated in Greece and two teachers have been retrained.

Strong relationships between Yerevan State University and the Joint Institute for Nuclear Research (Russia, Dubna) have been developed.

Professionals and students of YSU are involved in major projects carried out at JINR: CMS, COMPASS, ATLAS, Irene, and others. To participate in joint experiments and conferences, researchers and students from YSU traveled to Germany, France, Switzerland, Japan and other countries. Together with JINR, with the active participation of students and the university international symposia were held in Armenia on Symmetry Methods in Physics (Yerevan - 2001, 2003, 2006, 2008, 2010) and Sissakian lecturers (Ashtarak, 2004). In 2003, Tsakhkadzor held the European School on High Energy Physics (School JINR - CERN), and in 2010 – the 14th International Conference «Symmetry Methods in Physics».

In order to institute a strategy of enhancing cooperation with international partners, the university requires the development of education in the context of the dialogue of cultures. In August 2010 the first ever in the S.Caucasus Center of Kazakh language, history and culture was held at the Faculty of Oriental Studies of Yerevan State University. It has laid the foundation for the development and strengthening of scientific, educational, and cultural relations between Armenia and Kazakhstan. The creation of the center was initiated by the Embassy of the Republic of Kazakhstan to Armenia. One of the first steps that have supported the Eurasian National University (ENU) named after L.N. Gumilev, transferring hundreds of valuable books on Kazakh history, culture and language, as well as providing it with equipment. In the framework of cooperation between YSU and ENU in November 2010, days of the Yerevan State University have been held at ENU, and in late April 2011 the delegation of the Eurasian University visited the Yerevan State University to participate in international scientific conference «Ideas of the Eurasianism and the Armenian-Kazakh relations since ancient times to the present days».

In 2008, the first in the post-Soviet area branch of the Russian Fund «Russian World» was opened at YSU - the «Russian Center», designed to help anyone interested in Russian language, history, culture, and today the Russian Federation. During its existence, the Center was visited by over 30,000 people. Students, school children, and preschoolers are involved in the Center's activities. The main activities of Russian Center include round tables, video classes, celebrating anniversaries, the creative and literary evenings, exhibitions, promotions, teaching seminars and courses in the Russian language.

In early April of 2010, with financial support from the «Russian world», at Yerevan State University, the Center for Distance Learning of Russian Language was inaugurated. On April 5th, 2010 the Center hosted the first lesson of the Russian language, which combines real-time about two hundred participants from Armenia and abroad. Specialists in Russian philology of the Yerevan State University were the first to use modern technology to promote the Russian language and culture. Certainly, the number of applicants to study the Russian language will increase each year

according to how the Russian-Armenian strategic partnership develops.

In 2009, YSU took on a qualitatively new level in the development of internationalization, starting implementation of the new project within the Tempus program. Submitted to the contest, a joint project of quality assurance mechanisms in managing the process of internationalization «(QATMI) under Tempus IV» has received supported by the European Commission. Such a project, whose main goal is to strengthen the policy of internationalization by improving organizational and service infrastructure of universities in line with the strategy of quality assurance and the Bologna Process, significantly expanded the scope of the university to improve the quality control process of internationalization.

Another example of internationalization includes activities of the Armenian Virtual College (AVC) which is supported by YSU. The College is the newest school of the Armenian General Benevolent Union (AGBU), which due to its advanced techniques, makes new contributions to the education. The Armenian Virtual College program was proposed in 2004, from the AGBU's Silicon Valley Chapter, where for a long time there had been matured the idea of necessary training program that meets the real needs of the population of Armenia and the Armenian diaspora. The College started functioning from September 2008, providing an opportunity for everyone to receive a fundamental education in Armenian studies through online education. Currently, the AVC has three directions - the Armenian language, history, and culture, each of which offers a range of courses that correspond to different levels of knowledge. The program is presented in 6 languages: English, Armenian (Eastern Armenian and Western), French, Russian and Spanish. ABK is now actively involved in the process of cooperation with renowned universities of the Republic of Armenia, North America and Europe. This collaboration will help students to transfer credits from AVC, at their university program. AVC now has more than 1,000 alumni around the world in Armenia, Russia, Syria, Lebanon, Brazil, Argentina, France, Bulgaria, Spain, Georgia, South Africa, United Arab Emirates, etc.

The scientific and the educational cooperation among YSU with CIS countries has been increasing. On June 19th, 2010 in the presence of the two presidents- of Armenia – S. Sargsyan and Russia – D. Medvedev, an agreement with the St. Petersburg State University was signed. It involves the scientific and academic interaction between scientists and students in chemistry, economics, Oriental studies, international relations, mathematical modeling and applied mathematics, philology and literary criticism, history and journalism. The St. Petersburg State University will actively promote a program in Armenian studies, which is unique in the world outside Armenia. All areas will carry out not only the traditional exchange of publications, joint seminars, conferences, etc., but an exchange of students

and teachers as well. Within this framework, two graduate students from the Faculty of Oriental Studies of Yerevan State University have passed the first year of study at St. Petersburg State University. SPU graduate students also continue their education at YSU.

Most close and long-standing relationships have been established with Tbilisi State University, named after I. Javakhishvili. Traditional forms of collaboration with the TSU include participation of students and staff of two universities in the joint international conferences and symposia, Gergian studies center operates at YSU and Armenian studies are developing at TSU.

Stating specific goals, there are main priorities in the process of internationalization, universities, and both have certain expectations, which include the possible positive and negative consequences. Positive expectation at YSU may include such as the development of the educational process, to ensure international standards of education and learning, sharing experiences, improving quality of human resources, joint research projects, the cultural component, the creation of and participation networks or professional associations, and professional activities related to their operation.

The most important aspects of internationalization include exchanges, as student and faculty members and researchers and, consequently, strengthening the research component in the universities, which allows to carry out work towards the establishment of research universities as centers able to perform the synthesis of science and education. Internationalization should contribute not just to familiarity with international standards of quality education, but also contribute to the qualitative improvement of curricula and course content in order to bring them into conformity with certain standards of quality training, relevant socio-economic needs that make graduates competitive in the competitive labor market and demand by the leading campaigns.

At the same time an amount of problems and risks can be identified, particularly in developing countries, which are associated with the processes of internationalization. This first and foremost includes possible brain drains. If the beginning of the 90th was a kind of large-scale «first wave», new waves can be expected to periodically re-occur. Another problem is the potential loss of national cultural identity, their own national «I» in education, the lack of some features and problems uniformity and standardization in its negative manifestations. Simultaneously, internationalization requires the presence of a certain lingua franca that would positively influence student mobility, enabling students to receive education in an accessible form.

There is no doubt that the internationalization process has some missing points, which may include the lack of a strategy of internationalization, or not fully rational character, lack of internationalization in the list of priori-

ties of the inter-university policies, more than a modest financial resources, information limitations, the academic disparity programs and degrees awarded, inadequate human resources in terms of their readiness and availability of the necessary skills, abilities and understanding of the process and its features. The factors that could delay the process can result in lack of awareness and grassroots structures and lack of interest in participation.

In addition to the above-mentioned problems associated with internationalization, we can distinguish the factors affecting the process and, in the first place - a possible increase in financial expenses as a result of internationalization in a rather modest financial resources of universities, especially in times of crisis. In order to enhance some cognizable weak points, namely, low numbers of incoming staff of students, and relatively low level of language proficiency – and simultaneously to maintain and improve strong points, namely strong support of internationalization strategy on governmental and top management level, a wide range of established international contacts with huge scientific potential, links with industry and business circles, and dedicated International Office staff are all needed. These must increase their own levels of inner organization, participation in many international projects, achievement of a joined master with joint or dual diploma with foreign partner – it is intended to expand and diversify international relations of YSU, promote the cooperation in the educational and research fields with the European universities.

It is vital, however, that the university move towards a more proactive involvement on the international front if it is to take full advantage of existing opportunities for rewarding academic partnerships and thus remain at the forefront of European research institutions. YSU best practices in this context could include extensive links and support of international activities by Armenian Diaspora, as well as participation in many high profile international projects. In order to enhance some recognizably weak points such as the low number of incoming staff of students and relatively low level of language proficiency – and simultaneously to maintain and improve strong points, namely strong support of internationalization strategy on governmental and top management level, wide range of established international contacts huge scientific potential, links with industry and business circles, dedicated staff of International Office, which must increase its own level of inner organization, participation in many international projects, achievement of a joined master with joint diploma with foreign partner – it is intended to expand and diversify international relations of YSU, promote the cooperation in the educational and research fields with the European universities.

Within the university context, internationalization has come to mean that teaching in all disciplines is undertaken in a worldwide context, and research is undertaken in collaboration with colleagues in other countries, and tested and presented on the global stage. It means also that graduates

emerge from the institution with an enhanced understanding and empathy for other cultures, in full compliance with an increased ability to compete in the global marketplace.

International research became an institutional politics priority, and faculty collaboration should be encouraged in key areas of investigation where research strengths exist. Selective partnerships with universities shall be pursued, based upon the potential for collaboration in research, as well as student, staff, and faculty exchange. In addition, another important aim is to promote the development of course content and programs which deal explicitly with international issues, as for instance participate in more connected masters programs. Also, a concomitant step toward our aims is to develop partnerships with universities and institutes abroad to pursue research and teaching collaboration and to expand the university's capacity for assistance to institutions and communities in developing areas, getting involved with more international projects.

The internationalization process requires regulatory documents, a specific program, which is part of a strategic plan development a document defining the nature, objectives, expected results and the steps in the process of internationalization. In addition to this essential and some formal organizational structure responsible for the process, actions, results and achieving them. This structure must have qualified personnel capable of providing parameters to achieve the expected results, often with somewhat limited resources. In this case, the unit should not only initiate the process, but also actively cooperate with university structural units - departments and laboratories, centers and institutes. It is necessary not only to initiate a cooperative process but also to monitor ongoing projects, accomplish expert evaluation and facilitating through further expansion of cooperation in education and scientific cooperation.

The YSU division responsible for the implementation of internationalization is the International Cooperation Office. The main tasks of the office include the provision of quality teaching and research work at YSU, integration of the university into the world's scientific and educational processes, contracting and expanding the existing cooperation, the organization of programs to exchange faculty and students, joint research and training activities, seminars, workshops, scientific conferences and scientific and educational exhibitions, and the exchange of literature. The International Cooperation Office consists of three divisions. The International Relations department is responsible for organizing and conducting the negotiation of contracts and agreements with foreign partners: universities, research centers, the department carries out training and overseeing the implementation of work plans and programs of cooperation. The Departments provides accommodation for foreign students and staff, provides assistance with visa procedures, health insurance, and also is currently available for solutions of all eventually posed required questions necessary for the students; the

Diaspora Department, which establishes a robust link among the Diaspora abroad and Armenian students; and the Grants Department, which is responsible for searching for opportunities and possibilities about projects, foment, and general financial support, and then to introduce and present it to the faculties, which after respective manifestation of interest, importance, and collaboration by the faculties. The International Office also has members among the faculties.

The YSU International Office seeks to establish a robust institutional context for further expanding the university's international presence beyond the traditional confines of Armenia and the region. By helping to situate YSU firmly within the international context, a plan enhances the university's ability to achieve a number of critical objectives, namely, developing the capacity to establish strong collaborative research initiatives and to stimulate innovative research of benefit to Armenia and the world in an increasingly competitive funding environment. Additionally, meeting the expressed needs of students, faculty and administrators to understand their work within a global setting, and also ensuring that teaching, learning, research, and service are as current as possible, based upon existing realities and developments both within and well beyond Armenia, and attracting students and faculty of the highest calibre to Armenia.

The main functions of the Division of Grants include the analysis of information on grant programs in accordance with the scientific and educational interests of YSU, analysis and ordering information received about promising directions for YSU to provide information to departments and assist in project preparation.

Internationalization study at YSU has shown that in recent years, a process is often initiated from above, while these contacts were more extensive. On the other hand, projects initiated from the bottom often become the basis for long-term cooperation, albeit in a smaller number of directions with a narrower focus and specialization.

Internationalization identified new trends in education. Primarily they relate to a certain set of actions, policies and standards developed under the Bologna process, which becomes objective reality. This applies to items such as issues related to ensuring the quality of training, accreditation and joint programs. Another essential element of the program are distance education, and building sustainable networks of any university consortia. Potentially significant factors in the internationalization of education should be the use of IT in education. However, modest financial resources require government involvement in the form of special programs in this aspect.

Thus, as a result of the internationalization process at YSU can note the changes taking place in various areas relating to, teaching and quality education, research and development of scientific and cultural contacts with international partners and, of course, promote international cooperation as such. All this includes participation in the new consortium, while both domestically and abroad, an increasing number of students and teachers involved in academic mobility, increasing the number of programs and courses with a comparative aspect, the introduction of new learning (educational) programs at the master's level in light of the demands of the modern level of scientific and technological progress and the needs of society and the economy, not just increased interest in international scientific cooperation, but also offer scientific issues and developments that could be interested international donors, increasing interest in the ratings, both domestically and at the regional and global levels, a more deliberate policy to recruit foreign students, attempts to create joint educational programs with high schools, collaborators, an overall increase in the number of international agreements and activities with the assistance of its resources, and more active participation in national, regional and international professional organizations.

YSU aims to enhance recruitment of international students, by establishing recruitment offices in the regions. In order to enhance English language courses for the teaching staff at YSU, at this point, our main aim is to enhance YSU staff proficiency by organizing English language courses for them and introducing financial stimulus for the staff teaching in English. YSU has an aim to publish YSU scientific journals in English (Proceedings of the Yerevan State University, Physical and Mathematical Sciences, 2009). Regarding the financial support, the financial income of YSU will allocate for further development of YSU infrastructure and International Relations. Also we emulate the negative demographic tendencies in Armenia which can reduce YSU budget, by diversifying the study modes and teaching methods, introducing flexible programs. And, despite of the increasing competition for international students in Armenia and the region – we have four international universities – we intend to overcome this challenge by diversifying educational programs, intensive marketing strategy. The essence of internationalization is that it covers all the higher educational structure, combining interdisciplinary, multilevel and cross-cultural values. New realities have demanded Yerevan State University as an innovative institution to reassess the concept of strategic development priorities and significantly increase the role of the international component in all spheres of its activities. Today the implementation strategy for the integration of YSU as an equal partner in European research and education space is carried out through full-scale internationalization in terms of priority of knowledge economy and the increasing globalization process.

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# QUALITY ASSURANCE AND INTERNATIONALIZATION: THE BSU EXPERIENCE IN DEVELOPING THE QUALITY MANAGEMENT SYSTEM (QMS)

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## *Introduction*

The present phase of development of higher education sets an actual task of integrating into the world education area and designing and introducing a Quality Management System (QMS) into the university's management.

There are a number of external and internal factors which impact the importance of this task. Among the external factors are the following:

- increased competition in the educational markets;
- internationalization of higher education;
- increased needs of HEIs' practical contribution into the national economy;
- necessity to proceed state and public evaluation of the HEIs;
- the need to establish a long-lasting cooperation with enterprises and companies as major employers of the university graduates.

Internal factors also play an important role in designing a university's QMS. Among them are:

- an increase in the fee-paying form of study and consequent decline of the overall academic results of students (which is a clear trend seen in the last decade);
- the necessity to reduce a university's expenses, etc.

Being a modern university means having an effective quality management system. Hence, in international practice great attention is given to the task of designing such systems. In the communiqué of the Conference of Ministers responsible for Higher Education in Berlin (19 September 2003) the following idea was clearly emphasised: «consistent with the principle of

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institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself» (Communiqué, 2003).

### *Approaches to design QMS*

At the present time there are several approaches for designing QMS and groups of respective standards. Since the beginning of the 90s the approach based on ISO standards has been the most commonly used by enterprises and organizations in designing their own QMS. It is clear that the system of education is quite different from the sphere of production. Hence the International Standards Organization has created specific guidelines for organizations in the education sector called IWA ISO/IWA 2: Quality management systems - Guidelines for the application of ISO 9001:2000 in education. It contains the full text of ISO 9001, clause-by-clause, followed by specific text making the standard easier to understand and implement by the education sector (Ablameyko Sergey, Malafeyev Viachaslau, Khukhlyndzina Liudmila, (2009)).

### *Organizational structure to support QMS*

At the end of 2008 the BSU began its work designing the university's QMS. There were only a few examples of implementing QMS based on standards of ISO 9001 in Belarus at that time, and moreover there were no examples of how to put internationalization activities within the processes and procedures that a university carries out in connection with quality assurance. However, the QATMI project allowed IRO staff involved in the process of creating QMS to use European models and thus to fill this gap in domestic experience.

The first step in designing QMS was to create a special organizational structure and to distribute responsibilities among university units. This structure consists of the Council for Quality headed by the Chairman (Representative on Quality) in his capacity of the First Vice-Rector, working groups which involve the representatives of relevant units, groups of experts, and auditors. All activities related to QMS are coordinated by the Academic Council headed by the Rector (see Picture 1.)

The next phase of work was to design a comprehensive vision of the university's activities and procedures in relation to the university's mission as a public institution of higher learning and scientific research.

It was also important to clarify order and interconnection of the processes and activities within the university, to design a system of documentation of QMS and a system of processes and procedures, to set up criteria and methods of work and management, to provide the necessary resources, and

finally to undertake measures in order to achieve results and continuous improvement. These measures focused on organizing training sessions and providing informational support for raising awareness of staff on QMS.

### ***System of documentation of Quality Management***

Documentation of the BSU Quality Management System includes the following types of documents:

- Quality Manual (basic document specifying organizational structure, system of processes, system of monitoring and quality control, system of analysis and decision making, distribution of responsibilities and authority between different categories of employees).
- Mission (short statement which guides the actions of the organization, spells out its overall goal, provides a sense of direction, and guides decision-making);
- Quality Policy (statement from management linked to strategic plan and customer needs and understood and followed at all levels and by all administrative and teaching staff);
- Strategic development plan;
- Goals in the Sphere of Quality (a list of goals to be achieved by a definite time);
- Organizational structure for supporting QMS (Regulations on distribution of responsibilities among university bodies and units);
- University Standards (documents which describe activities and processes carried out at the university, define their specific goals and methods of management);
- Other executive documents and related records.

### ***Placing internationalization within university QMS***

All activities that a university's units carry out in order to achieve their objectives are considered as processes or procedures. Processes are divided into the following types:

- Administrative processes (5 processes);
- Supportive processes (5 processes);
- Primary processes (education and training, research and innovation activity, upbringing activity, international activity);
- Processes of Monitoring, Measurement and Control.

Considering internationalization as «the process of integrating international, intercultural or global dimensions into the purpose, function or delivery of higher education» (Knight J., 2008) it is very important to move from understanding the internationalization as a specific core functions of institutions to the internationalization of the institution as a whole, including its objectives.

Within the last years internationalization has become one of the main aspects of the BSU strategy and it has been reflected in the university's major QMS documentation. Thus all strategic documents received an international dimension.

The idea that a leading national university is the university which acts not only inside the national borders was fixed in the university's mission statement which states that university potential is based not only on domestic but on international experience also, it is also confirmed that the main objective of the university is to become an internationally recognized university.

The second major document is quality policy which includes the following statements such as:

- the policy of the BSU is aimed at fostering the authority and prestige of the university as well as competitiveness in international education and research area;
- one of the directions of the BSU's activities is active participation in the world's integration processes, and deepening and broadening international relations.

Finally, a key evidence that internationalization has shifted from peripheral to mainstream activity at the BSU is that the process of internationalization was placed among the primary processes within the system of processes and procedures of QMS (see Picture 2.) The picture shows that internationalization is the foundation of all major activities of the university: providing education at a tertiary level as well as conducting research and innovative activities.

Thus it was confirmed that without sustained and institutionalized international activities the university won't be able to ensure its ultimate goal – to contribute to society through the pursuit of education and research in order to assure sustainable development of the country.

### *Setting goals and drawing up a strategy of internationalization*

It is obvious that every HEI should have an idea of what internationality means in the different areas of performance. It is also important for the university to show to its stakeholders the strengths and ambitions of university from an internationalization perspective. A customer oriented approach of the ISO emphasises the need to provide major strategic documents to a broad public such as strategic plan and goals in the sphere of quality.

The BSU designed a Strategic Plan for 2011-2015 which includes a comprehensive set of goals, methods and measures needed to achieve them. It also provides the key figures in order to measure future achievements.

A separate section of the plan is devoted to the BSU internationality and internationalization process.

In accordance with the strategic plan, the major goals of the BSU's international activities are:

- broadening international inter-institutional contacts;
- increasing participation in international programs and projects;
- intensifying academic mobility of staff and students;
- ensuring the growth of international students.

On the other hand, goals in the sphere of quality of the BSU include the following objectives related to the internationalization process:

- raising the BSU's position in international university rankings;
- broadening international contacts;
- increasing participation in international projects;
- ensuring growth of export of the BSU's educational products;
- increasing academic mobility of students and staff.

Thus, the objectives provided in the above-mentioned documents cover major aspects of the university mission and could be represented by the following slogan «recognition through reputation.»

### *Defining indicators for mapping internationalization*

One of the key requirements of the QMS is to ensure measurement of the process functioning and its achievements. As stated above, a customer-oriented approach to assure quality of functioning of the university is that customers - students and in general all interested groups – ministers, enterprises, companies and public organizations – need to have access to information on the content and quality of programmes and facilities. Internationalization indicators are considered as an integral part of the system of indicators that can be used to inform the public.

International experience in the sphere of designing relevant indicators is quite comprehensive. One of the first international initiatives to assist institutions in evaluating and improving the quality of their internationalization activities was the International Quality Review Programme (IQRP) developed by the OECD programme Institutional Management in Higher Education (IMHE) in cooperation with the Academic Cooperation Association (ACA) (Brandenburg, U. 2008).

There were also a series of studies conducted by major international university networks – IAU, EUA (Institutional Evaluation Programmes), EAIE and EFQM (European Foundation for Quality Management), as well as national research structures, such as the Centre for Higher Education

and DAAD in Germany, the Netherlands Organisation for International Cooperation in Higher Education, Nuffic in Denmark, National Institution for Academic Degrees and University Evaluation (NIAD-UE) in Japan, and others (Beerkens, E., Brandenburg, U., Evers, N., van Gaalen, A., Leichsenring, H., Zimmermann, V. (2010)).

The last and most comprehensive study which includes outcomes of the above-mentioned surveys is a research undertaken in the «Indicators for Mapping and Profiling Internationalisation» project funded by the European Commission (Beerkens, E. et al. (2010)).

Furthermore, the QATMI Tempus project is also considered to be a strong basement for designing methodological tools and a set of indicators to measure internationalization.

However, on the other hand, a strong impact on the process of designing the system of indicators is made by the existing national practice of controlling international activity of universities and measuring their achievements. Usually the sets of indicators are varied depending on the purpose and a type of evaluation: this includes accreditation / attestation assessment of the whole institution or a special survey on effectiveness of international activities conducted by the Ministry of Education.

Table 1 shows the comparison of the sets of activities and indicators that are used in different assessments conducted by the Belarusian governmental structures on the one hand and European IMHE and QATMI projects on the other. As it is seen, Belarusian governing bodies such as the Ministry of Education are represented by their accreditation and certification structures in their efforts to map internationalization of universities, and are mostly focused on the measurement of the intensity of incoming academic mobility (both staff and students), size of international institutional partnerships (number of partner agreements and memberships), and diversity of international life (number of international events).

The international department of the Ministry of Education of the Republic of Belarus in its annual analysis of quality of international activity of Belarusian HEIs provides a more comprehensive questionnaire. Along with traditional indicators which measure international partnerships and academic mobility, the Ministry of Education assessment also covers the following types of international activity: internationalizing curriculum (presence of joint degree programs, measures to adjust curriculum in accordance with the demands of international students), international reputation and visibility (presence of English website content, number of PR materials produced in English), resources on internationalization and measures to increase budgets (amount of budget and incomes, research on education markets).

Despite the fact that the above-mentioned measuring tools cover almost all major types of international activity, in some cases the indicators used seem to be not significant in terms of revealing a quality or effectiveness of the process. Such indicators as number of partnerships or memberships in university networks are more ostensible than objective.

As recent European surveys show, in relation to methodology and terminology, such definition indicators should be separated from the term «key figure». If the latter represents a value without any reference to other values, than the former describes such a key figure in relation to another figure (Brandenburg, U. 2008). It is also very important, especially in the contexts of quality assurance processes, to use indicators if the case indicators produced within time series are able to discover a development of the values measured (e.g. percentage growth, change in absolute figures over a time period, etc.) (Brandenburg, U. 2008). In almost all cases, indicators used by the Belarusian accreditation and certification bodies as well as by the International Department of the Ministry of Education of the Republic of Belarus do not meet the above-mentioned criteria.

On the basis of international surveys and domestic assessment traditions, the BSU QATMI team tried to create its own tools for mapping internationalization within the QMS. Such measurement tools are used in:

- controlling the implementation of strategic plans;
- analysing achievement of goals;
- monitoring the process of internationalization (see Table 2).

A special emphasis is made on the following directions of international activity:

- raising awareness of staff and students on international activity in order to stimulate the BSU academic community to internationalize;
- raising professional skills and the inter-cultural competence of staff (first with administrative staff) by introducing English courses and specialized training sessions;
- raising the university's international reputation and visibility by means of participation in international fairs and exhibitions, developing the website and raising its position in Webometrix ranking, conducting PR actions in cooperation with international media.

There is also a possibility to change goals and measuring indicators after they are achieved. It is planned in the future to place an emphasis on the internationalization of curriculum by establishing masters programs in English, and designing joint / double degree programs with partner universities.

## *Clarifying procedures, responsibilities and documentation*

University QMS is also aimed at clarification and simplification of various bureaucratic procedures by making them interconnected and complementary. Each process within the QMS is described in a separate document (university standard). The content of the document has the following structure:

- title page;
- contents;
- purpose and sphere of implementation;
- list of references;
- terms and definitions used in the document;
- responsibility;
- general provisions;
- description of the processes and procedures;
- monitoring;
- analysis and improvement;
- list of records used in activity;
- annexes (formulas of records);
- registration list.

Each university standard has its own identification number which refers to the relevant section of the ISO 9001 and also contains a serial number of the process within the section of ISO. In the case of international activity, the number is 7.5-08 – indicating its reference to section 7.5 of the ISO 9001 – «Production and delivery of services and products» and that the process of internationalization is placed in position 8 among the other primary processes – the processes of production.

The main section of the «International activity» is «Description of the processes and procedures». This section provides an in-depth explanation and description of orders and rules of international activities which IRO and others university units undertake in their work. The description has the following structure:

1. Broadening international contacts (rules and procedure to establish bilateral cooperation in the frameworks of MOU, agreements, work programs, etc.);
2. Fostering academic mobility (Information and counseling on study abroad opportunities, providing technical and documentary support to students applying for scholarships and grants, rules and procedures of arranging foreign trips of staff and students);
3. Implementation of international educational projects (types of projects and their objectives, informing about international providers of technical assistance and their programs, promoting own project ideas abroad, supporting project applications, rules and procedures to apply and implement international project at the BSU);

4. Training international students at the BSU (promoting university and its educational products abroad, communicating with foreign target groups, providing visa support and practical information for applicants, proceeding enrollments, rules and procedures of enrollment of different categories of international applicants, after-arrival support, intercultural activities);
5. Preparation and implementation of international events (inviting international scholars for short-terms visits, providing visa support and practical information, arranging cultural events for groups (delegations) of foreign guests, conducting talks and business meetings).

It should be noted that participation in the QATMI project has allowed BSU to include in the description of the process of internationalization several activities such as implementation of international projects, providing support for outgoing mobility, and services for incoming staff and researchers.

## *Conclusions*

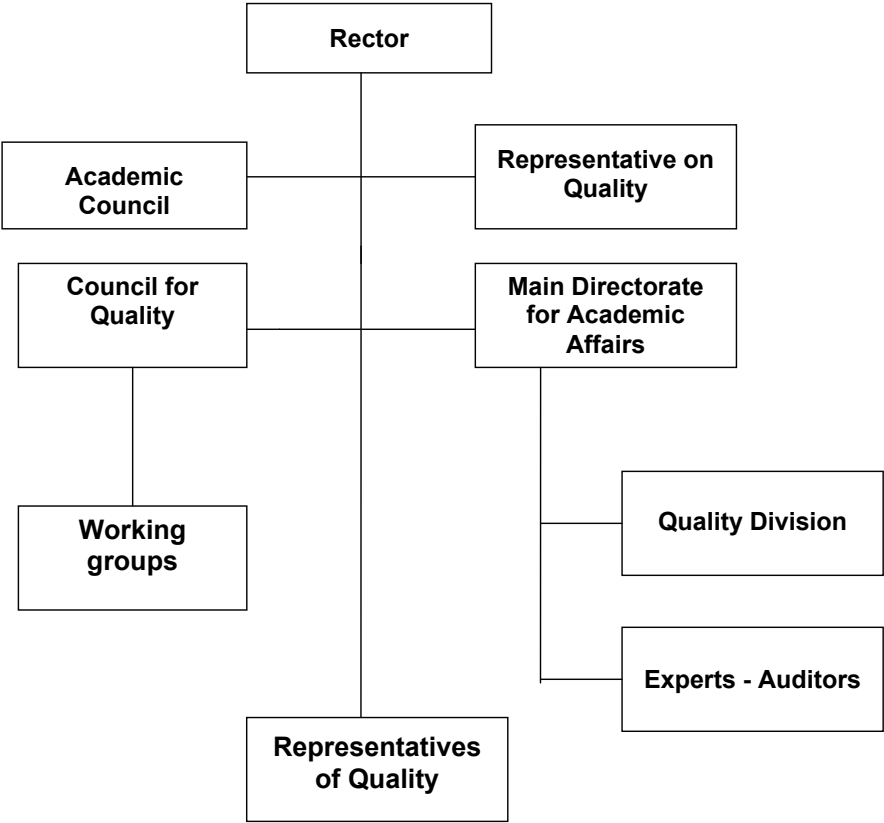
Modern QM systems are mostly based on standards of ISO 9001 and represent a combination of organizational structures, documentation and procedures aimed at ensuring effective functioning of the university.

A challenge of designing university QMS and placing internationalization within this system is a rather new and quite difficult task for Belarusian HEIs. It could be solved on the basis of international experience which is highly comprehensive.

The QATMI project helped the BSU to move from a narrow understanding of international activity as a technical and organizational system of support services for staff and students. It is quite clear now that without comprehensive and deep internationalization of both the academic community and university objectives and functions, the modern university (and especially the leading institution in the national system of higher education) is not able to ensure quality of education and to meet the needs and demands of the state, society, and individuals in a globalized world.

# APPENDIX

**Picture 1: Organizational structure to support the BSU QMS**



Picture 2. Internationalization as one of the Primary processes within the system of processes and procedures of QMS

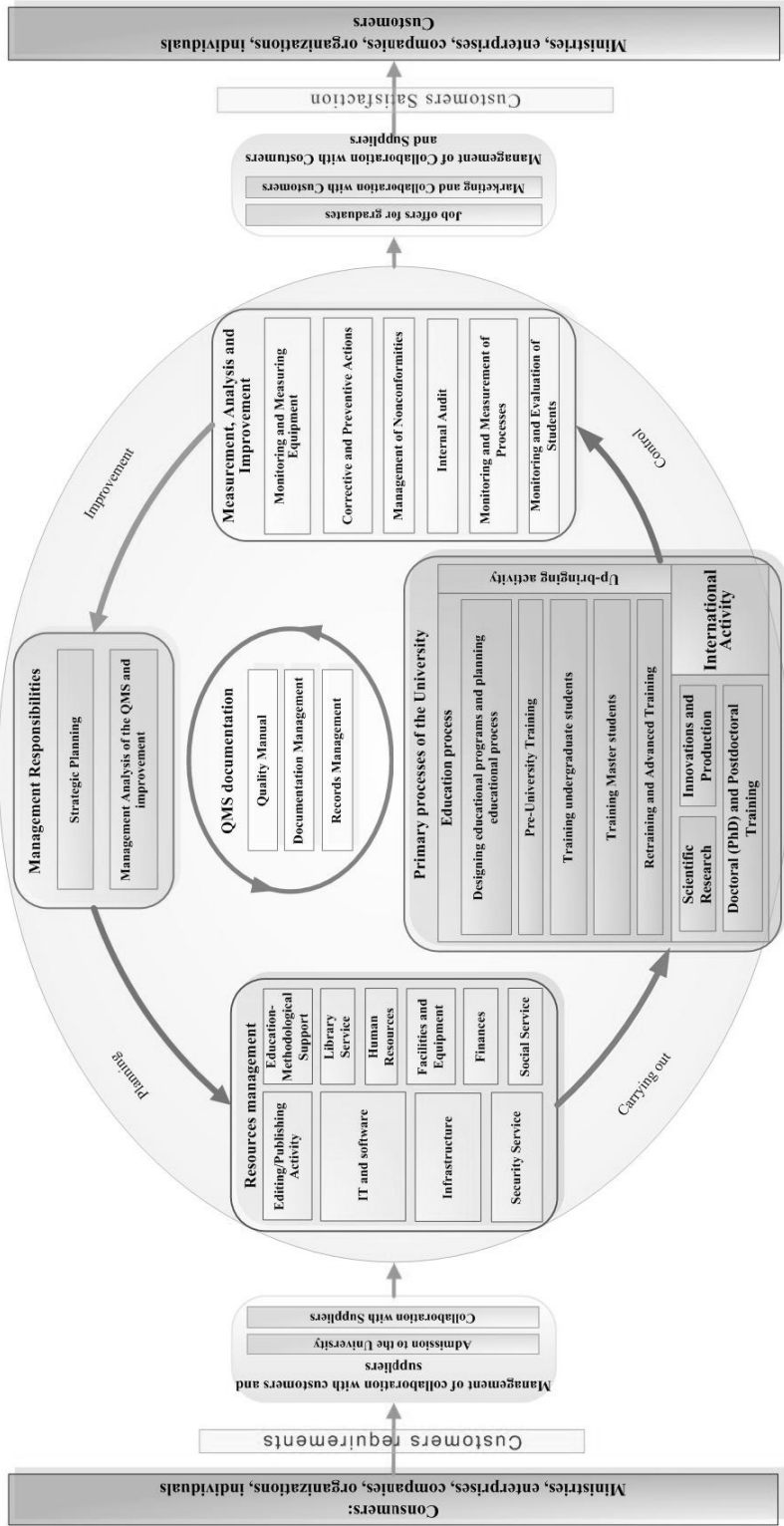


Table 1: Comparison of approaches used in Belarusian and European evaluations of internationalization

| No  | Categories of activities evaluated | Name of activity   | Belarusian evaluation practice  |                                  |   | European evaluation practice  |  |
|-----|------------------------------------|--|---|----------------------------------|---|---|--|
|     |                                    |  | Certification Audit   | Accreditation Audit              | Annual Report to MO   | IMHE  | QATMI self-assessment  |
| 1.1 | Partnerships and networks          | International partnerships   | number  | number                           | number, geography and evaluation  |   | number of agreements per countries and years   |
| 1.2 |                                    | University affiliated branches abroad  | yes/no  |                                  |   |   |  |
| 1.3 |                                    | Membership in international associations and networks                                    |   | number of memberships            |   |   |  |
| 2   | Project activity                   | Realization of international projects  |   | number of international projects | number  | amount of procured third-party funding from international sponsors relative to the total sum of third-party funds per annum   | yes/no   |
| 3   | International events               | Organization of international conferences and seminars, reception of foreign delegations |   | total number for last 5 years    |   |   |  |
| 4.1 | Faculty and staff development      | English proficiency of staff   |   |                                  |   |   | proportion of administrative and academic personnel proficiency in English cut by levels and years |
| 4.2 |                                    | Raising awareness on internationalization  |   |                                  |   |   | yes/no   |
| 5.1 | Student mobility                   | Incoming exchange students   |   | number                           |   | proportion of incoming international exchange students relative to the total number of students   | total number, geography and dynamics   |
| 5.2 |                                    | Outgoing exchange students   | number, geography of foreign trips and duration                                       | number                           | number and geography  | proportion of outgoing exchange students and students with an international internship relative to the total number of students   | total number, geography and dynamics   |
| 5.3 |                                    | Incoming international degree-seeking students   | number and geography  | number                           | number and geography of international students, support services for international students | proportion of international students with non-national education relative to the total number of students; proportion of graduates of foreign nationality (international graduates with a non-national education) relative to the total number of graduates | total number, geography and dynamics   |
| 6.1 | Staff mobility                     | Incoming staff mobility  | number, geography and academic input (number of academic hours of lectures delivered) |                                  |   | number of professors appointed from abroad relative to the total number of professors, number of international visiting researchers (minimum duration 1 week)   | total number, geography and dynamics   |

| 6.2 | Staff mobility                            | Outgoing staff mobility   | number of conferences and seminars attended, number of staff members, geography of foreign trips and duration |  | number and geography  | number of lecture stays abroad undertaken by lecturer (Teaching Staff Mobility) relative to the total number of lecturers   | total number, geography and dynamics                    |
|-----|---|---|---|--|---|---|---|
| 7.1 | Resources                                 | University budget   |   |  | university expenses on support services and infrastructure for international students | amount of procured third-party funding from international sponsors relative to the total sum of third-party funds per annum | university budget for internationalization              |
| 7.2 |   | University incomes  |   |  | total income from tuition fees of international students                              |   |   |
| 7.3 |   | Student resources   |   |  |   |   | specification of how students found their foreign trips |
| 7.4 |   | Staff resources   |   |  |   |   | specification of how staff found their foreign trips    |
| 8.1 |   | Number of courses offered in English  |   |  |   |   | total number  |
| 8.2 | Curriculum                                | International professional qualification courses                                |   |  |   |   | yes/no  |
| 8.3 |   | Joint degree programs   |   |  | yes/no  | proportion of graduates with joint or double/multiple degree relative to the total number of graduates                      | yes/no  |
| 8.4 |   | Optimization of curriculum in accordance with demands of international students |   |  | yes/no  |   |   |
| 9.1 | International reputation and visibility   | English website content   |   |  |   |   | proportion of web-information offered in English        |
| 9.2 |   | PR material in English  |   |  | number and specification  |   | list of PR materials                                    |
| 9.3 |   | Participation in international fairs and exhibitions                            |   |  |   |   |   |
| 9.4 |   | Raising university ratings  |   |  |   |   |   |
| 9.5 |   | PR actions  |   |  |   |   |   |
| 10  | Analytical foundation for decision making | Research on education market  |   |  | yes/no  |   |   |

Table 2: Indicators for mapping internationalization used within the BSU QMS

| No  | Categories of activities evaluated | Name of activity   | Strategic Plan  | Goals in the Sphere of Quality   | Monitoring  |
|-----|------------------------------------|--|---|--|---|
| 1.1 | Partnerships and networks          | International partnerships   | number of newly signed agreements in relation with geographical region                |  | proportion of agreements signed in the monitoring period relative to the total number of active international agreements  |
| 1.2 |                                    | University affiliated branches abroad  |   |  |   |
| 1.3 |                                    | Membership in international associations and networks                                    |   |  |   |
| 2   | Project activity                   | Realization of international projects  | number of international research projects, number of international education projects | number of information seminars and presentations, number of project proposals added to the data base | proportion of new projects launched in the monitoring period relative to the total number of active international projects  |
| 3   | International events               | Organization of international conferences and seminars, reception of foreign delegations |   |  |   |
| 4.1 | Faculty and staff development      | English proficiency of staff   |   | number of English language and professional training sessions for staff                              |   |
| 4.2 |                                    | Raising awareness on internationalization  |   | numbers of subscribers for IRO e-mailings  |   |
| 5.1 | Student mobility                   | Incoming exchange students   |   |  | proportion of international exchange students relative to the average corresponding figure for the last three years   |
| 5.2 |                                    | Outgoing exchange students   | number  | percentage increase, number of new records in data base on international scholarships and awards     | proportion of students studied abroad relative to the total number of full-time students  |
| 5.3 |                                    | Incoming international degree-seeking students   | number of international students enrolments per year                                  | number of new agreements on recruiting international students  | proportion of international under-graduate and masters students relative to the total number of full-time students of corresponding categories, proportion of international doctoral students relative to the total number of full-time doctoral students |
| 6.1 | Staff mobility                     | Incoming staff mobility  |   |  | proportion of visiting researches relative to the corresponding average figure for the last three years   |
| 6.2 |                                    | Outgoing staff mobility  | number  | percentage increase  | proportion of teaching staff who carried out research or study visits abroad relative to the total number of teaching staff   |

|     |  |   |  |   |   |
|-----|--|---|--|---|---|
| 7.1 | Resources                                | University budget   |  |   |   |
| 7.2 |  | University incomes  |  | proliferation of profits from tuition fees of international students, USD | percentage increase of income from tuition fees of international students |
| 7.3 |  | Student resources   |  |   |   |
| 7.4 |  | Staff resources   |  |   |   |
| 8.1 |  | Number of courses offered in English  |  |   |   |
| 8.2 | Curriculum                               | International professional qualification courses, credit or non-credit          |  |   |   |
| 8.3 |  | Joint degree programs   |  |   |   |
| 8.4 |  | Optimization of curriculum in accordance with demands of international students |  |   |   |
| 9.1 |  | English website content   |  |   |   |
| 9.2 | International reputation and visibility  | PR material in English  |  |   |   |
| 9.3 |  | Participation in international fairs and exhibitions                            |  |   | number of international exhibitions                                       |
| 9.4 |  | Raising university ratings  |  | number of points in Webometrix rating                                     |   |
| 9.5 |  | PR actions  |  |   | number of PR actions  |
| 10  | Analytical base-ment for decision making | Research on education market  |  |   |   |

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# DEVELOPING A SUPPORTIVE MANAGEMENT STRUCTURE FOR GRANT-WRITING. TEMPUS QATMI EXPERIENCE OF ZAPORIZHZHYA NATIONAL UNIVERSITY

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## *Problem analysis*

Internationalization is one of the most evident tendencies in current higher education development. Worldwide, the majority of institutions attribute a high level of importance to internationalization, with Europe topping the list in this regard, followed by North America (IAU Annual Report, 2003).

In Europe, as well as in the U.S., internationalization as the process of integrating an international perspective into a college or university system has dramatically expanded in volume, scope and complexity during the past two decades (Altbach, Knight, 2007). It has been commonly viewed as an ongoing, future-oriented, interdisciplinary, leadership-driven vision that involves top administrators creating an institutional vision and motivating people in both academic affairs and student affairs units to change an entire system to think globally, comparatively, and collaboratively while reacting to multi-dimensional environmental changes in global political, economic, social, and cultural arenas. It is also the way an institution adapts to an ever-changing, diverse external environment that is becoming more globally-focused (Taylor, 2004).

In addition to this general concept, in the post-Soviet area internationalization of higher education can also be treated as a powerful tool for establishing transparent quality assurance standards by designing an integrated, open, extravert educational system closely reflecting the needs and demands of globalized labor markets, thus basing upon the principles of competitiveness and self-regulation. Also of importance is the fact that internationalization promotes equal possibilities both for central and provincial institutions, bringing necessary balance to the heavily centralized HE

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systems of post-Soviet countries and significantly decreasing corruption in the sphere of education due to the transparency of QA standards.

Another vital aspect of internationalization process in the post-Soviet area is its financial benefit. Due to considerable shortfalls in state funding for higher education, Ukrainian universities recognize the necessity to move beyond state funding models towards a more entrepreneurial approach. One of the ways of providing the necessary financial support to academic and research units is grant-writing, which has been recognized as an integrated component of HEI international activities.

It should be stated, though, that the culture of grant-writing hasn't yet been established in the Ukraine, which leads to considerable performance gaps in this field.

The case of ZNU can be considered typical for the vast majority of provincial Ukrainian universities. Though it has been engaged in numerous international research and educational programs, the number of grant applications prepared and submitted solely by ZNU is rather small. No attempts to plan grant-writing activities have been made in the university so far, and there were no specific units responsible for organizing such activities on the faculty level (ZNU's Centre of Science and Research under the supervision of Vice-Rector in Science deals exclusively with state-financed research programs).

Apart from that mentioned above, Ukrainian HEI suffer from a lack of healthy attitudes towards grant-writing. The most popular stereotypes concerning this type of activity in the Ukraine are:

- treating grant support as «professional begging»;
- denying transparency of evaluation procedures;
- considering grant writing as an activity suitable for research units only.

Within the site visits done by the group of European experts during the TEMPUS QATMI project, the following performance gaps were defined for ZNU to overcome in order to improve its grant-writing activities:

- lack of awareness and motivation;
- lack of proper coordination and training for faculty and staff;
- poor time management (academic overload).



**Figure 1: Ukrainian scientists' estimation of their own ability to write and manage research projects (Vlasov, Solnyshkina, 2011)**

### ***TEMPUS QATMI experience***

Having studied the experience of European partners within QATMI workshops attended in May – June 2010, we noted that, based on universities' budgets, strategic plans and other substantial documents, grant-writing is subject to strategic planning as well as any other activity. According to the IAU data, approximately 60% of research activities in European HEIs are being financed by means of grant support (with gifts and grants generating approximately 25% of total revenue). This means that a lot of jobs in the universities, in fact, depend on successful submission of grant proposals, which is a powerful motivator for the faculty to be engaged in grant-writing activities.

In order to increase efficiency of grant-writing activities, special units responsible for promoting and coordinating grant-writing are being introduced to the universities' infrastructure. The positions within such offices may vary in name but usually comprise the following functions:

- Director;
- Accountant;
- Grant Coordinators;
- additional positions that may include business managers, graduate and undergraduate assistants etc.

Such functional division is aimed first of all at increasing effectiveness of grant-writing time-management. As can be seen from the above-mentioned

description, the most troublesome parts of grant project running – managing budget and reporting deadlines – are being put under the control of specially appointed officers. At the same time, such approach spares the staff the so-called «multiple hats» problem, when one person is supposed to perform numerous tasks not that are necessarily connected.

The position of accountant is considered to be of great importance as well, since calculating and managing proposals' budget is traditionally regarded as one of the most complicated aspects of running a grant. At Ukrainian universities, where management systems tend to be heavily centralized, developing proper organizational attitude towards grant-writing is one of the most influential factors in promoting grant-writing activities. As Jeremy T. Miner and Lynn E. Miner outline in their book *Proposal Planning and Writing*, overcoming typical biases and common myths may sufficiently increase the efficiency of grant-writing as a whole (Miner, 2008). Therefore, European universities spare no effort to provide the most qualified staff available for organizing grant-writing activities. Along with personal practical experience, which is always welcome, a wide range of trainings, seminars, webinars and manuals is used to train appropriate specialists, as opposed to the Ukraine.

### ***Best Practices***

Having taken into consideration the diversity of research and academic activities the ZNU is engaged in, the language barrier problem on non-linguistic faculties, disorganized time-planning of the faculty staff, lack of informative support etc., ZNU felt ready to invest in the creation of a Grant-Writing Centre - a self-supporting unit providing overall consultations and support (including translation services) to groups and individuals willing to submit a project proposal; seeking grant support for its own functioning and some activities of International Office; creating and maintaining on-line database on different means of grant support as well as partner search database; collecting and disseminating experience in project writing via trainings, workshops, seminars and conferences both on local and national level; and creating and maintaining project proposals database on order to prevent plagiarism.

Due to the fact that international activities at ZNU are supported by the university's own funds rather than from the state budget, the staff of the ZNU Grant-Writing Office was minimized to 2 grant coordinators, both of whom can act as translators. A special person in the accountants' office is appointed to provide help to the Grant-Writing Office with calculating projects' budgets.

Three best practices we've borrowed from TEMPUS QATMI experience are:

- Personal approach: though grant-writing offices usually provide a lot of materials and guidelines through web-sites, they first aim at establishing direct contacts with prospective grant-writers, studying their spheres of scientific interests and directing them towards existing grant opportunities via workshops, trainings or other similar events. Such an approach helps to increase awareness of the faculty, as well as covers one of the most problematic aspects of managing grant writing activities in HEI: establishing effective dialogue between researchers who generate ideas and consultants responsible for successful presentation. Another important problem such an approach helps to solve is balancing top and bottom initiatives, which is a common obstacle for the countries with strictly hierarchical management cultures.
- «Every effort counts»: to have the university officials praise not only those who obtained financing but also those whose proposals failed. The ZNU Grant-Writing office collects data both on successful and non-successful proposals, issuing special thank you notes to all who take part in grant-writing activities. This approach helps to overcome one of the most widespread fears interfering with healthy organizational attitude: fear of failure.
- Early start: students' involvement. The importance of this principle for the institution can hardly be overestimated. Being able to write grants is treated as a significant preference for students' further employment, so ZNU eagerly encourages scientists to involve students into research activities, e.g. by preparing joint publications. Our grant-writing office works closely with ZNU Young Scientists Association and strongly recommends including students into projects' workgroups both as researchers and as technical staff. Students are usually more experienced in foreign languages, web-surrounding, operating PCs, etc.

## ***Results and Perspectives***

As a result of Grant-Writing Office activities, the number of proposals submitted by ZNU to different international foundations sufficiently increased in the academic year 2010-2011 from 8 to 15, 6 of which have proved to be successful, among them: Pilot Project «Quality Assurance Office at the Faculty of Journalism» (Carnegie Foundation), Centre of European Information in ZNU Scientific Library (International Renaissance Foundation), Swiss-Ukrainian Centre for Children, Pilot Project «Interactive Means of Teaching English in Secondary Schools» (British Council, Cambridge University Press) etc. Not only research units but administrative structures as well are being encouraged to take part in grant-writing and therefore to secure financing for their activities: within the academic year 2010-2011, two ad-

ministrative structures, such as IRO and Career Services, submitted their project proposals to IREX and IRF. One of those projects - Pilot Project «ZNU Grant Writing Centre» (Carnegie Foundation) is currently being implemented in ZNU.

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# PROMOTING INTERNATIONALIZATION OF YSAFA EDUCATIONAL ACTIVITIES WITHIN THE CONTEXT OF QATMI

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## **1. The Context**

Internationalization of higher education is becoming increasingly important in the era of globalization. Student and staff mobility as well as expansion of the information and communication technologies make it impossible to view a higher education institution in a national context only. While bearing in mind the preservation of national identity, these trends lead to a broader definition of internationalization, which aims to tap the entire higher education institution rather than a part of it. Never before has the role of higher education been emphasized to this extent of importance as the main provider of professionals capable of functioning in an ever-changing environment driven by the globalization of societies, economy and labor market.

This paper provides an example of how the Yerevan State Academy of Fine Arts has endeavored to tackle globalization demands through rethinking its strategies. A conceptual framework for university internationalization was developed and pursued at YSAFA within the parameters of QATMI (Quality Assurance Tools for the Management of Internationalization), a project funded by the European Commission in the framework of the TEMPUS program. Further, it suggests that such a framework should be based on the process of reshaping the internal higher education structure if internalization is to be embedded in the culture, policy, planning and organizational process of an institution. The analysis encompasses the main elements for the development of an internalization model for YSAFA with an aim to promote mobility and employability of YSAFA students and faculty.

In the following an attempt will be made to present the internationalization model pursued by YSAFA. We will do so by presenting: (1) the internationalization framework pursued by YSAFA; (2) the achievements so far; (3) the major implications of the approach; and areas for further improvements.

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## 2. Internationalization framework pursued by YSAFA

Kondakci, Van den Broecke and Devos (2006) emphasize that internationalization is not simply an issue of managing **student mobility** but an issue of **strategic transformation** of the higher education institutions. They argue that perceiving internationalization as a managerial issue, which touches structural-functional domains of the organization, and conceptualizing it as an organizational change process is a necessary first step toward successfully ingraining international dimensions into core functions of HE institutions.

Ever since the collapse of the Soviet Union and even more after joining the Bologna process, the YASFA has adopted a major objective which revolves around «learning and preaching not only national but also international culture values» (YSAFA Strategic Plan 2008-2013). To accomplish its major objective the YSAFA strategy pursues «encouragement of international relations [which] will ensure not only quality education provisions and promotion of the Academy abroad but also for student and teacher mobility». In particular the strategy aimed:

- to establish international relations department;
- to develop a plan for promoting international relations;
- to encourage student and staff mobility;
- to ensure the Academy's participation both in national and international projects;
- to activate the Academy's relationships with the RA institute of arts in the aspect of joint program development;
- to increase the number of contracts both at national and international levels;
- to expand the link between the Academy and its graduates and to try to promote solicitation;
- to establish the foundation of the «Fine Arts» to more effectively promote the Academy's strategic plan;
- to strengthen relationships with the RA Artists' Union and RA Designers' Union;
- to strengthen the links with society, to make the Academy's functioning, problems and goals more transparent for society.

Within the frame of QATMI project, following Knight's (1999) definition of internationalization, which states «*internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution*» (p. 16), an attempt was made to ingrain the international dimension into teaching and learning, research as well as service function of the Academy.

With regard to the model a trans-localist (Chan and Dimmock, 2008) approach to the YSAFA IRO was adopted considering the homogeneity of the population in the country. Considering the missions of YSAFA which aims to be a leader in providing high quality education, cultivating national as well as global culture among students and staff YSAFA primarily focuses on undergraduate and graduate teaching with a number of international students, homegrown staff, serving the local community, as well as to some extent the international fine arts community. YSAFA is currently focused on internationalization at home, i.e. the internationalization of curricula with an international dimension, creation of English-speaking dimension, and some focus on international partnerships.

The international strategies of YSAFA revolve around the following most important aspects outlined below:

- organizational structure and governance (the roles and tasks of the international headquarters within universities, coordination between the international headquarters and faculties and administrative offices);
- PDCA (plan-do-check-action) for the international activities (scanning the present state of its internationalization, inviting experts for the assessment of international activities and conducting surveys on faculty members, staff, and students, action plans through the process of creating a mission and master plan, defining the goals from short- to long-term);
- acquisition of external funds;
- formulation of and participation in the international consortia;
- training and acquiring administrative staff (staff development, the active recruitment of experienced staff from the business world, and hiring staff as specialists for managing international activities);
- ‘internationalization at home’ (creating user friendly sections for international students and researchers involving general educational affairs, student services, library, and computer related facilities, effective support for international researchers and students including their families);
- encouraging YSAFA students to study abroad by developing and searching for the study abroad programs.

Next, a decision was made to adopt an overall institutional approach to internationalization, relevant structures and policies. Thus, the YSAFA adopted an integrated internationalization approach entailing institution-wide approaches rather than its individual structures. The approach to establish an «ingrained» internationalization included obtaining the commitment of the top level administration through approaching the Rector and Vice-rector with a strategic development plan, which found their approval, support and guiding hand(s). Next, the development of a quality handbook

for internationalization, which includes but is not limited to outlining formalized processes, policies and procedures for internationalization, was initiated. The new IRO was to fulfill the mandates set out in the soon-to-be formalized quality handbook. The policies pursued are envisioned to lay down the specific tasks, responsibilities and expectations of each actor involved in the internationalization process. These activities led to centralizing internationalization strategies and empowering the IRO with political aspects as well as strategic planning, which was originally lacking. Under the IRO, a series of units within each department and sub-department were established. Last, but not least, the development of funding structured for internationalization activities were undertaken.

As for the operational model of an IRO, it comprises a unit within the university structure, staffed by civil servants and university staff. The IRO exists primarily to offer support to the university community and incoming and outgoing students, as well as following the normal action lines of the university's human resource and financial management policies.

To accomplish this major objective first of all we drew on the «fitness for purpose» (Lee Harvey, 1994) quality concept meaning that the policies and procedures pursued by the university are coherent with the institutional mission and help to achieve it. With the aim two major groupings of elements that are key to internationalization have been identified including but not limited to **academic** and **organizational** elements. Next, the underlying processes were identified to *«ensure that the different activities reinforce each other, [and] that they become central to the mission of the institution»* (Zha Qiang, 2003, p. 257). Drawing on the literature reviewed (Harari, 1992; Aigner et al., 1992; Knight, 1994) as well as the first self-assessment carried out within the frames of QATMI, such academic activities were identified e.g. student/faculty exchanges, curriculum, recruiting/hosting international students and the like. Next, such organizational elements as policy statements, annual planning and review systems were identified. Following identification of the major elements, process was pursued to yield gradual and regular development and enhancement of internationalization quality management. With this regards, adoption of a PDCA (plan-do-check-act) approach was adopted. Within the frames, an attempt was made to describe the processes that ensure different activities add up to each other and become central to the YSAFA mission.

As a result, a set of criteria and standards for internationalization have been developed, which target the following elements depicted in the figure below:

**Figure 1: Conceptual framework for YSAFA internationalization**



The standards we followed while conducting self-assessment were included in the following major groupings:

**1. Academic standards:**

- student/faculty exchanges;
- international degree-seeking students;
- curriculum taught in English and other foreign languages;
- recruiting/hosting/supporting international students and staff;
- Staff/student English and any other foreign language proficiency.

**2. Standards referring to organizational matters:**

- International Relations office infrastructure;
- Participation in international projects/consortia;
- University bilateral and multilateral contracts;
- University web-site and other PR materials;
- Budget for internationalization;
- Internationalization policy, strategy and operational planning;
- Advisory role within the IRO.

## **3. Achievements**

### ***3.1 Organizational issues***

As for the organizational matters, the IRO has undergone substantial changes. To begin with, the IRO has engaged in strategic and operational planning. The mission and the objectives of the IRO have been specified. An endeavor has been made to start development of an overall strategy for internationalization. Further, internationalization policy and relevant procedures have been and are in the process of development. Based on the internationalization strategy development of a short-term, medium and long term plans has been undertaken. The International Relations office infrastructure has been revised to include the three departments. Next, in the sphere of international projects and consortia expansion of Tempus projects has been registered. A value added for the internationalization policy is that in most of the cases the Academy's decision makers are advised by qualified experts in internationalization.

With regards to the Academy’s web-site and other PR materials, 90% of the YSAFA website has been translated into English (<http://www.yafa.am/En/index.htm>). Further, YSAFA has been a member of WISHES information provision network since 2009, and in November 2010 the YSAFA web-site was recognized as one of the 50 best websites. The information on YSAFA structure, organization, strategies and activities has been translated into English and made publicly available through the website. Last, but not least, the information about the four Tempus projects currently running and other international agreements is translated into English.

The budget for internationalization enables the international activities as planned and the budget allocation comes to 5% of the overall budget. Considerable extra means are received from two more Tempus projects: DIUSAS (Development and Integration of University Self-Assessment Systems); Higher Education System Development for Social Partnership Improvement and Humanity Sciences Competitiveness (HESDeSPI).

With regard to the frequency of the self-assessment conducted, the policy adopted by YSAFA underpins yearly self-assessment and improvement approach. The self-assessment exercise has revealed the strong aspects of YSAFA internationalization as well as the areas in need of further development.

### **3.2 Academic issues**

Regarding the academic elements of internationalization, the student and faculty exchange process has started to gain its momentum through such a number of bilateral agreements. In particular, in 2008-2010 YSAFA had bilateral agreements with the French schools of fine arts, Reims School of Art and Design, Marseille School of Fine Arts, Limoges-Aubusson National School of Arts, Lyon National School of Fine Arts, and Wiesbaden University in Germany. Due to the agreements, both student and instructor exchange between the institutions have become possible and the first round of bilateral exchange of students, which allows ECTS credit transfer between academic programs, has already taken place.

With regards to international degree seeking students some growth has been registered (Table 1).

**Table 1: International degree-seeking students**

| Country                  | 2009 | 2010 |
|--------------------------|------|------|
| Iranian Islamic Republic | 68   | 90   |
| Russia                   | 18   | 18   |
| Georgia                  | 12   | 13   |
| Syria                    | 12   | 12   |
| Hungary                  | 1    | 1    |
| The USA                  | 1    | 1    |

Changes are still to be undertaken in the development of curricula taught in English and other foreign languages. As for the recruiting, hosting and supporting international students and staff, the IRO has a special incumbent dealing with them. Also, policies, procedures as well as feedback mechanisms are being developed to ensure the services provided meet the needs of incoming and outgoing students and staff.

Within the parameters of the bilateral and consortia agreements that YSAFA has, a series of courses aimed at improving staff English language proficiency have been undertaken. The impact on the staff English language proficiency is depicted in Tables 2 and 3.

**Table 2: Administrative personnel proficiency in English**

| Level of English                        | 2009 | 2010 |
|---|------|------|
| Not able to speak or understand English | 80%  | 77%  |
| Weak level                              | 11%  | 13%  |
| Medium level                            | 6%   | 6.5% |
| Near native level                       | 3%   | 3.5% |
| Total                                   | 100% | 100% |

**Table 3: Academic personnel proficiency in English**

| Level of English                        | 2009 | 2010  |
|---|------|-------|
| Not able to speak or understand English | 73%  | 71%   |
| Weak level                              | 12%  | 12.5% |
| Medium level                            | 11%  | 11.5% |
| Near native level                       | 4%   | 5%    |
| Total                                   | 100% | 100%  |

#### **4. Major implications and areas for further improvement**

The internationalization strategies undertaken within the QATMI project have been an asset to the YSAFA internationalization. As a result the following major implications and challenges have surfaced. Challenges are two-fold: university-wide and nationwide. At the university level, first of all, changing culture is a major challenge. To achieve re-culturing the agency of direct implementers should be at the forefront of all the endeavors. Unless the driving force of the organization comprehends and accepts the values of the new approaches, no substantial change or improvement can be achieved.

Another challenge that was to be overcome was lack of an active dialogue between stakeholders, which seems to hinder the process to a large extent. Because of this very deficit, information and values achieved to the direct implementers with major difficulties. Yet another challenge was lack of incentives on the part of the teachers to involve in the process, which was

brought to the attention of the Academy's top management and was prioritized in the agenda for improvements. At the nation-wide level the fragmentation of the system hindered development of an individual university in the sense that good practice prevalent at one university hardly ever travelled to another one, which actually prevented common understanding of reforms in general and internationalization in particular.

On a positive note, commitment of top management to the process and willingness to change was a major advantage of the endeavor. Through their commitment mobilization of the resources was undertaken which led to successful implementation of activities. Next, the systemic approach to internationalization, existence of strategic plan and QA mechanisms to achieve the goals, proved to be helpful in the internationalization endeavor. Last, but not least, capacity building of the IRO staff as well as the top administration proved to have positive yields in the process.

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# IMPROVING ACADEMIC MOBILITY MANAGEMENT: CASE STUDY OF ZAPORIZHZHYA NATIONAL UNIVERSITY

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*Most of the research available on academic mobility  
and international education seems to be occasional,  
coincidental, sporadic and episodic.  
Ulrich Techler, 1996*

## ***Problem analysis***

Despite constant questioning, the benefits of the so-called physical academic mobility for nationalized academic labor markets (see Musselin, 2009), the intensity of academic mobility flows is still considered to be one of the most evident indicators of institutional success in internationalization. As the IAU 2003 report shows, mobility of students and faculty members is considered to be the aspect of primary importance for all the survey respondents who identified mobility as the number one reason why internationalization is a priority in their institutions. It is also revealing that respondents ranked the movement of people (students and faculty) as more important than the movement of programs through twinning arrangements, commercial export/import or the establishment of branch campuses.

Due to vague national politics in the sphere of internationalizing higher education, combined with a lack of clearly stated mission in this field both on the national and internal levels, in ZNU, as well as in many other Ukrainian universities, internationalization is being treated as an optional add-on to educational services and research. The percentage of programs with international focus of internationalized curriculum is very low, since it is difficult to develop such programs following all the state requirements. Moreover, students who take part in such programs are not being properly instructed in how to make use of their international experience in further career planning. Last but not the least, a considerable lack of direct dialogue between IRO and other university units can be noted: units work in isolation, paying no attention to the problem of visibility on campus level.

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**Table 1. Percentage of HEIs Attributing High Level of Importance to Top Five Aspects (Knight, 2003)**

|               | Student Mobility | Research Cultural Identity | Faculty Mobility | Curriculum | Development Projets |
|---------------|------------------|----------------------------|------------------|------------|---------------------|
| Africa        | 33%              | 60%                        | 47%              | 33%        | 47%                 |
| Asia          | 50%              | 53%                        | 38%              | 38%        | 28%                 |
| Europe        | 63%              | 52%                        | 36%              | 36%        | 29%                 |
| Latin America | 54%              | 54%                        | 46%              | 46%        | 46%                 |
| Middle East   | 42%              | 42%                        | 33%              | 25%        | 42%                 |
| North America | 67%              | 42%                        | 24%              | 33%        | 42%                 |

At Zaporizhzhya National University, academic mobility as a part of the Bologna process integration has been promoted and organized within bilateral agreements with partner institutions since 2000. Several constant mobility channels have been established with partner universities in Poland, Germany, Bulgaria and France, including three European Master Programs, one distant education program and one joint degree program. Apart from that, an internship program with German and Turkish enterprises has been established since 2005.

As far as faculty and staff are concerned, the numbers are considerably stable for both incoming and outgoing mobility flows (respectively 120 and 75 per year). As opposed to the students' mobility, the university provides some means of financial support for young scientists participating in European conferences (approximately 10 trips per year).

However, in comparison with the total number of students and staff, the density of academic mobility flows is evidently not sufficient enough. Five main performance gaps in organizing academic mobility in ZNU can be identified:

- lack of curricular integration and appropriate academic recognition;
- lack of quality assurance in estimating mobility channels;
- lack of awareness and motivation for participation;
- lack of financial support for those willing to participate;
- lack of moral support from faculty and staff (cultural gap).

Taking into consideration the difference between educational systems in Europe and Ukraine, I've tried to define the best practices that could be established in ZNU in order to cover the above-mentioned gaps.

## *TEMPUS QATMI experience*

In Europe, promoting an exchange of ideas and experiences for the sake of faculty and students themselves and community at large has always been regarded as the most important outcome of academic mobility processes (Fahrey, Kenway 2010).

The European academic community not only eagerly welcomes visiting scholars from abroad, but also strongly encourages faculty and students to improve their skills overseas. Throughout considerable experience gained in the field of academic exchanges, European universities have established sustainable practices of managing academic mobility flows.

Study abroad programs at European universities are offered on a regular basis. They can be provided both by international organizations and agencies (ISEP, ERASMUS MUNDUS) as well as by bilateral agreements between institutions. A high density of academic mobility flows done within bilateral agreements is considered to be a reliable indicator of the integration of international components into the curriculum. With regard to the latter, it should be mentioned that usually a minimum of 6 weeks practice abroad is required for students majoring in foreign languages.

Study abroad programs are managed by specific coordinators, who take care of proceeding documents, visa procedures, accommodations and fees. Academic departments sending students to study abroad are responsible for academic component of the program and academic recognition of the results gained. Such cooperation ensures both the quality of the programs and the further internationalization of the curriculum.

In order to improve the quality and availability of services, the study abroad application process is usually performed via web-based systems. This step has sufficiently increased the efficiency of staff time and also achieved paper reduction in the office.

The semester-long study abroad orientations provided by program coordinators assist students in academic and intercultural goal-setting for their time abroad. It introduces them to the academic system in which they will be studying, provides connections for them with students and faculty who have experience in their host country, and introduces a framework for intercultural learning that they can use throughout their time abroad and upon return.

New academic mobility channels can be established both by IRO and by academic departments, which provides certain independence for the departments in planning their international activities.

All study abroad programs and services undergo regular assessment, which informs program development on an ongoing basis. For example, study abroad programs may have an individual web survey evaluation form that participants complete at the end of their study abroad; summaries can be reviewed by coordinators who send them to relevant departments and to partner institutions abroad.

If a faculty member participates on the program, they can submit a written report at the end of their time abroad describing what worked well and what could be improved in that particular program. All these tools are used to provide continuous program improvement.

Different types of intensive language programs exist in European universities as a means to increase the numbers of incoming academic mobility. They can be done both in form of summer schools and full year- or semester-long courses for conditionally accepted and non-degree international students, bearing certain resemblance to Ukrainian preparatory language course for foreigners.

Based on experience gained from TEMPUS QATMI workshops, I've tried to formulate three key principles academic mobility in Europe is based upon:

- equal opportunities to study abroad: different means of financial support, including both university-based and national scholarships, are available for study abroad; in general, up to 70% of students apply for financial support for their study abroad. Individual advising on existing financing opportunities has a prominent impact on success rates (Altbach, Knight, 2007);
- overall campus and community internationalization through specific programs not only creating friendly environment for foreigners but contributing to raising international awareness of academic community in general;
- a high level of curricular integration for study abroad programs, based both on bilateral agreements between HEIs and on Bologna process tools.

### *Applying TEMPUS QATMI experiences to ZNU*

While trying to increase the density of academic mobility flows in ZNU, we first tried to cover the visibility gap (lack of proper presentation of international tendencies on campus). With this aim in view, special billboards have been arranged in every building of the university, attracting attention to international programs and activities and containing IRO cards, so that students would know where to obtain additional information.

We have also reconsidered the structure of our IRO, appointing one person solely for coordinating academic mobility programs. This IRO mobility officer keeps online databases of academic exchange programs available, consults potential applicants and disseminates up-to-date information both via billboards and via the newly established IRO newsletter.

In order to improve the interaction chain between IRO and academic units, we introduced the regular position of Vice-Deans in International Affairs responsible for running international activities on the faculty level. A set of written policies has been worked out to regulate the Vice-Deans' responsibilities and position requirements, which would be revised at the end of the academic year. We have also introduced a practice of regular meetings of the Vice-Deans which takes place every two weeks. Such meetings serve as a means of exchanging experience and practices between different faculties, and therefore contribute to creating an overall picture

We also encourage inter-faculty cooperation in the field of internationalization by involving foreign professors working at more internationalized faculties into the academic process in other faculties. For example, within the last academic year, an English Speaking Club has been introduced by our Peace Corps volunteer, a German Cultural Community has been created by a DAAD volunteer, and both of them are open for all students. Our Fulbright professors, currently working at the Faculty of Journalism and the Faculty of Social Pedagogy and Psychology, have lectured at the Faculties of Foreign Philology, Management, Social Science and Administration etc.

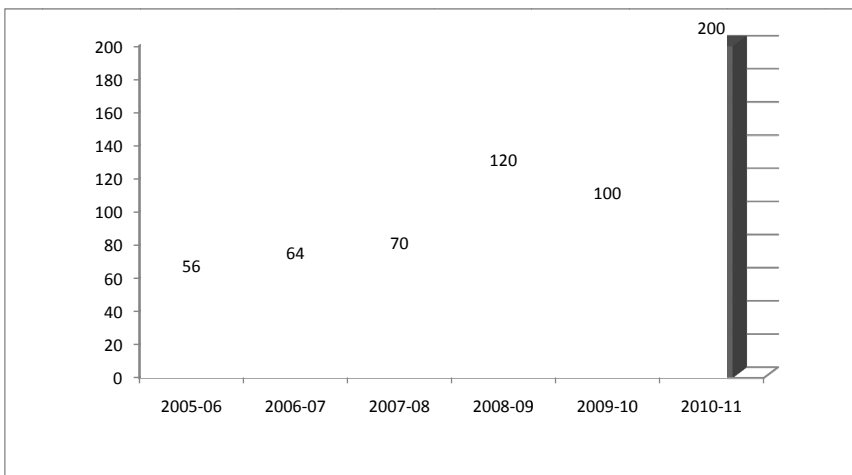
Due to evident difference in financial abilities of Ukrainian and European students, university budgets and state financing, we focused our attention on those managerial tools that do not require huge financial investments. Thus we turned our attention to such important factor of faculty internationalization as returnee students eager to disseminate their international experience. Within the last academic year, a number of events have been designed for returnees' involvement, such as round tables, discussion clubs, newspaper publications etc. Starting with the academic year 2011-2012, we're going to introduce a regular photo contest «Impressions from Abroad» and a volunteer program for those eager to gain international experience via IRO.

Based on our TEMPUS experience – namely, the Summer School Management trainings at the Carl von Ossietzky University of Oldenburg (Germany) - we have also introduced a Joint International Summer School in Ukrainian Studies with Baku Slavic University (Azerbaijan). While designing this summer school, we took into consideration such practices as Living History Classes and workshops in national crafts that are used for language schools in Torun Nicolas Copernicus University (Poland). We

have also designed summer schools promotion materials in Russian and English and distributed them via regular mail and e-mail. Turning regional specificity and unique facilities of the university (such as field laboratories in Khortyt'sa National Resort, research ambulatory for children with special needs etc.) into key benefits for summer school attendants proved to be very efficient. Apart from the above-mentioned summer school with Baku Slavic University, we have also arranged two Summer Practices in Biology for 30 students from Saint Petersburg State University, Summer Practice in Eco-nomic and Social Geography-2011 for 14 students from Kursk State University (Russian Federation), and Summer School in Music Therapy and Social Pedagogy-2011 for 6 students from Wurzburg-Schweinfurt University (Germany).

Based on the results gained from the first cycle of site visits, the university's top management paid great attention to the problem of language barriers. Directly after QATMI trainings, a complex 5-years program aimed at revising the curricula and raising the number of subjects taught in English was designed by the Faculty of Foreign Philology, the Academic Department, and IRO. It was also considered necessary to increase the presence of international component in the curricula: Apart from existing double diploma French-Ukrainian programs in Physics, Biology and Applied Mathematics, an agreement of establishing joint degree distance learning program in French language and literature has been signed between ZNU and University du Maine (France). We have also introduced an orientation program for those willing to participate in summer schools and language courses abroad. As a result, within the academic year 2010-2011, 60 students from different faculties took part in language summer schools and courses in Magdeburg-Stendal University (Germany), University du Maine (France), Wroclaw University (Poland), Rzeszow University (Poland) etc.

**Chart 1. ZNU academic mobility dynamics, students**



The program of raising ZNU's international profile has just started, and much needs to be done in the field of promoting academic mobility as well. The next logical steps to undertake would be to revise the concept of the university's website, to work out the procedure of online registration for the participants of academic mobility programs, to strengthen direct contacts with student body in order to promote mobility, etc. But the fact that we're now able to plan our international activities based on SMART principles, creating a clear step-by-step strategy, is our main benefit taken from the TEMPUS QATMI project.

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# SELF-EVALUATION AS AN ESSENTIAL TOOL OF QUALITY ASSURANCE OF INTERNATIONALIZATION. CASE STUDY OF BELGOROD NATIONAL RESEARCH UNIVERSITY

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Belgorod National Research University aims to increase the level of its internationalization. In 2009, as a partner of the QATMI project, the University started to use self-evaluation for quality assurance of internationalization. A self-assessment questionnaire based on a portfolio of comparable indicators enabled the university to make its own vision on internationalization policy and thereby move the process of internationalization towards an institutionalized and professionalized angle. This case study shows that self-evaluation is indeed an important issue.

## Key information

Belgorod National Research University (NRU «BelSU») is a full comprehensive research university, located in the southwest of Russia. Established in 1876, it enrolls 32 000 students in 141 fields of study. Within 21 faculties and institutes one can find 25 Master degree programmes and 62 Bachelor degree programmes. In 2010 the university welcomed more than 750 international students from 59 different countries.

## Internationalization policy

Belgorod National Research University has an internationalization policy which aims to develop and strengthen the existing international character of its research and educational programmes. To achieve this, Belgorod National Research University formulated, among others, the following goals in the Strategic Plan 2009–2015, *International Cooperation*:

- Ensure longstanding collaboration with international partners in research area and achieve high competitiveness of research products on the world market.

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- Expand and improve conditions for student and staff mobility and ensure education by highly qualified academic staff with international academic experience.
- Increase the quantity and quality of incoming and outgoing students according to internationally recognized standards.
- Integrate potential resources to help to achieve the outmost quality of all aspects the University's internationalization.

Belgorod National Research University is nowadays involved in four categories of internationalization activities:

1. internationalization of research;
2. student and staff mobility and academic exchange;
3. mobility of programmes and export of educational programmes;
4. internationalization of organizational aspects (staff, services, facilities).

As the scope of these internationalization activities has grown and the activities themselves gained more importance in the overall internationalization experience, the need has emerged to establish quality of such activities. Since how to include internationalization aspects in the regular format of quality assurance differs from one institution to another, NRU «BelSU» had to search for its own way to answer the questions:

- Have we set quality criteria for each internationalization activity?
- Did we set indicators to correctly perform internationalization activities?
- Are the activities evaluated in a structure process?
- Are evaluation results being used as input to improve policies?

## **Quality assurance of internationalization**

Quality assurance refers to a planned and systematic process that provide outside stakeholders with confidence in the quality of a service or product. It can secure funding, lead to improvement of processes or results and produce information for future students and employers (Internationalization and Quality Assurance, 2010).

Internationalization is a complex process. It is defined as the process of integrating international, intercultural or global dimensions into the objective, function and provision of higher education (Knight J., 2006). Internationalization requires specific conditions including accessibility of the country, language skills of staff or a study schedule flexible enough to allow both teachers and students to participate in internationalization activities. Furthermore, it requires particular combination of skills from the many actors involved, namely innovative management, academic coordination and intercultural sensitivity. Finally, internationalization can be an

expensive process due to the fact that physically crossing borders is usually an important part of internationalization.

Quality assurance is essential for staying on top of the internationalization process and for reaching institutional goal in a controlled manner. Quality assurance of internationalization focuses on internationalization as the main topic and quality assurance as the method to improve internationalization strategies and activities.

## **Quality assurance project**

### ***Project background***

The TEMPUS project QATMI-144882-TEMPUS-2008-DE-JPGR «Quality Assurance Tools for the Management of Internationalization» offered some effective tools which helped Belgorod National Research University to answer the above mentioned questions positively and hereby to ensure quality assurance of internationalization for the future perspective.

The QATMI project set the overall broader objective to assist universities to strengthen their strategy of internationalization policy in compliance with a strategy of quality assurance and Bologna process. Amongst others the specific project objectives have been formulated as gaining understanding of the importance of internationalization and enhancement of quality culture in eight post-soviet HEIs by December 2011.

The new status of BelSU as National Research University awarded in 2010, showing the high ranking of the University in Russia and providing extra funding, has played an important role in strengthening internationalization strategies throughout the whole institution. This case study is an example of an integrated approach to quality assurance of internationalization with the focus on the specific tool of self-evaluation. Further we will look at how NRU «BelSU» has taken up the challenge of assuring the quality of its internationalization activities within the framework of QATMI project.

### ***Research questions***

Each phase of internationalization requires the use of different tools. Since Belgorod National Research University was already involved in a range of internationalization activities, it was helpful to use information derived from the self-evaluation to develop a plan for self-improvement. The evaluation provided the institution with details of:

- which internationalization activities are undertaken;
- what their ultimate purpose is;

- what facilities are available to support them;
- who is involved.

Evaluation of internationalization activities is increasingly undertaken in higher education institutions because knowing where you are going requires knowing where you start from. Based on this evaluation the University could set an applicable internationalization strategy. The list of indicators derived from the strategy allowed the University to draw up the correct procedures and check whether the set objectives have been reached afterwards.

### *Self-assessment study*

One of the first international initiatives aimed to assist Belgorod National Research University in evaluating and improving the quality of its internationalization activities was the QATMI Self-Assessment Study developed by the EU-group for Partner Country institutions.

The proposed self-assessment tool helped the University to get an overview of the internationalization activities and provided it with assistance in improving its own internationalization strategy. At the European level, we find the QATMI partners from Germany, the Netherlands, Poland and Spain who were involved in the design and coordination of the self-assessment study providing for a toolbox of comparable indicators through which NRU «BelSU» could assess its international profile.

The format of the self-assessment study contained both qualitative and quantitative parts which enabled the University to answer the main research questions on internationalization. Amongst others the self-assessment questionnaire included the following blocks of issues: international university partnerships, top level management structure, structure of international office, academic and administrative staff proficiency in English, English website content, printed materials in English, student and staff mobility, university resources for internationalization, quality assurance and evaluation, internationalization activities etc.

As a result of the self-assessment study performed, Belgorod National Research University gained the following benefits:

- format of the self-assessment study equipped the University with a tool for evaluation of how internationalization activities and service are dealt with and carried out;
- portfolio of indicators of the self-assessment enabled NRU «BelSU» to make its own vision of internationalization level achieved so far and compare it with the level of partner universities involved in the project;
- self-assessment questionnaire was used to improve the University's own monitoring of internationalization process at the faculties and research units;

- internal self-assessment questionnaire was designed by the International Office to accumulate statistical data for future continuous benchmarking process with other PCIs

### *Data collection*

The QATMI self-assessment (1st Cycle) covered the period of 2004-2008 and was aimed to identify the level of internationalization of NRU «BelSU» for further self-development at the start of the project.

The target groups in the self-assessment study at NRU «BelSU» were defined as faculties, academic departments, research centres and laboratories. The data used for the study was also extracted from the database of the International Office and some support services like Personnel, Finance and Accounting, Curriculum and Education, Quality Assurance, Research and Innovations, Student Affairs etc.

The International Office of Belgorod National Research University developed Internal Self-Assessment Questionnaire (see Appendix), a tool which helped the managers to gain up-to-date data for the Tempus self-assessment study. The questions formulated according to the main self-assessment indicators were exported to the Word and subsequently circulated among the target groups.

The proposed internal questionnaire can no doubt be improved and refined on the basis of working with it. Possibly, the list of questions will need to be extended, their formulation to be refined, and more details to be incorporated about internationalization activities. Also it is feasible to use this questionnaire at least once an academic year for regular internal monitoring of internationalization activities at the institution. A lot of work still needs to be done, but the development of the questionnaire has proved to be a useful step.

### *Analysing and interpreting the results*

The self-assessment study based on the data collected with the help of the Internal Self-Assessment Questionnaire contributed to the University's awareness of the level of internationalization, allowed to identify strengths and weaknesses in the internationalization policy as well as opportunities for future improvement. The gaps in the performance were defined and the current methods, resources and practices consequently adjusted.

The identified performance gaps in internationalization process and the targeted ambition enabled Belgorod National Research University to plan and implement certain activities aimed at improvement of its international-

ization strategy. The self-assessment study (2nd Cycle) demonstrated what changes have been implemented by the University and revealed a considerable increase of the level of internationalization in all indicators as the result of the Individual Work Plan implementation.

The results of 1st Self-Assessment Cycle and 2nd Self-Assessment Cycle implemented during the QATMI project, are summerized in the tables below.

The increase of the incoming international degree-seeking students at NRU «BelSU» in 2009-2010 is mainly due to the following activities (see Table 1):

- participation in international educational fairs;
- production printed materials in English;
- opening new overseas centres for international students recruitment and pre-admission training;
- system of tutorship to ensure support of international students.

**Table 1: Incoming international degree-seeking students  
at Belgorod National Research University**

| Top 7 Countries (2010)                                       | 1 <sup>st</sup> Cycle Self-Assessment | 2 <sup>nd</sup> Cycle Self-Assessment |      |
|--|---------------------------------------|---------------------------------------|------|
|  | 2008                                  | 2009                                  | 2010 |
| Ecuador, China, Ukraine, Brazil, Vietnam, Kazakhstan, Angola | 255                                   | 289                                   |      |

The increase of incoming/outgoing exchange students was achieved due to the following measures (see Table 2):

- development and implementation of double/joint degree programs;
- concluding new bilateral agreements;
- appointing faculty coordinators for international cooperation;
- participation in long-standing international networks of universities;
- advanced training of IO staff in the field of internationalization.

**Table 2: Incoming/outgoing exchange students  
at Belgorod National Research University**

| Top 7 Countries (2010)  | 1 <sup>st</sup> Cycle Self-Assessment | 2 <sup>nd</sup> Cycle Self-Assessment |      |
|---|---------------------------------------|---------------------------------------|------|
|   | 2008                                  | 2009                                  | 2010 |
|   | Incoming exchange students            |                                       |      |
| Ukraine, China, Germany, Poland, Belarus, Armenia, Turkey       | 64                                    | 56                                    | 75   |
|   | Outgoing exchange students            |                                       |      |
| Ukraine, Germany, China Poland, Austria, Ireland, Great Britain | 169                                   | 272                                   | 392  |

The Internal Self-Assessment Questionnaire revealed the increase of English proficiency of teaching staff and curriculum taught in English due to the scheduled efforts taken by the University (see Table 3):

- arrangement of specialized English language courses for teaching staff;
- advanced training in methodology of teachers of English as a foreign language;
- introduction of measures aimed at motivation of teaching staff providing educational programmes in English;
- advanced training of academic and research staff at partner universities in English;
- providing incentives for scholars to publish articles in international scientific journals.

**Table 3: Academic personnel proficiency in English  
at Belgorod National Research University**

| Level of English                        | 1 <sup>st</sup> Cycle Self-Assessment | 2 <sup>nd</sup> Cycle Self-Assessment |          |
|---|---------------------------------------|---------------------------------------|----------|
|   | 2008 (%)                              | 2009 (%)                              | 2010 (%) |
| Not able to speak or understand English | 54                                    | 53                                    | 52       |
| Weak level                              | 26                                    | 21                                    | 21       |
| Medium level                            | 11                                    | 16                                    | 14       |
| Near-native level                       | 9                                     | 10                                    | 13       |
|   | 100%                                  | 100%                                  | 100%     |

## **Conclusions**

When comparing the numbers of the self-assessment in 1st Cycle for the period 2004-2008 with the corresponding numbers of 2nd Cycle of 2009-2010, we see that the level of internationalization at NRU «BelSU» has increased since the start of the QATMI project.

The self-assessment tool of quality assurance can be useful for all HEIs since it is obvious that what is good for today might not be relevant for tomorrow. It is an important method in the toolkit of a university's top-level management and has always an innovative character. The whole process of self-evaluation and self-improvement should become an integrated part of quality assurance system and strategic planning at HEIs.

## **Recommendations**

A general recommendation to universities who wish to introduce a similar quality assurance tool would be to ensure that they first have an up-to-

date database containing all the relevant information. The self-evaluation should be performed according to the guidelines set for the by the external experts no less than once in a four or five year period.

Finally, in order to make the self-evaluation effective, the leading role in this process should be taken by the specialists who are directly involved in internationalization process, the results of self-evaluation should be reviewed and discussed by the external experts formulating their own recommendations.

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## Appendix: Internal Self-Assessment Questionnaire

### SELF-ASSESSMENT QUESTIONNAIRE ON INTERNATIONALIZATION AT NRU «BELSU» TEMPUS PROJECT «QUALITY ASSURANCE TOOLS FOR THE MANAGEMENT OF INTERNATIONALIZATION»

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(faculty, academic department/research unit)

#### INTERNATIONALIZATION ACTIVITIES IN THE PERIOD 2004-2010

1. The total number of international partnerships in research and education areas with HEIs concluded.

| <b>№</b> | <b>Name of the partner</b> | <b>Date of concluding a cooperation agreement</b> | <b>Full name, position and title of the person responsible for cooperation</b> | <b>Areas of cooperation</b> |
|----------|----------------------------|---|--|-----------------------------|
|          |                            |   |  |                             |

2. Total number of joint international scientific and training seminars, conferences and other arrangements organized with partners at the university's faculty/department.

| <b>№</b> | <b>Title of the arrangement and its dates</b> | <b>Total number of participants</b> | <b>Number of international participants</b> | <b>Source and amount of funding in each case</b> |
|----------|---|-------------------------------------|---|--|
|          |   |                                     |   |  |

3. Number of outgoing teaching and administrative staff.

| <b>№</b> | <b>Full name, position, title of teacher/staff member</b> | <b>Country and dates of stay</b> | <b>Purpose of the visit</b> | <b>Sources of funding and costs of stay in each case</b> |
|----------|---|----------------------------------|-----------------------------|--|
|          |   |                                  |                             |  |

4. Number of incoming international teaching and administrative staff.

| <b>№</b> | <b>Full name, position, title of teacher/staff member</b> | <b>Country and dates of stay</b> | <b>Purpose of the visit</b> | <b>Sources of funding and costs of stay in each case</b> |
|----------|---|----------------------------------|-----------------------------|--|
|          |   |                                  |                             |  |

5. Number of outgoing undergraduate students, Master students and post-graduate students for training, internship, expedition and other scientific or training arrangements in educational institutions abroad.

| <b>№</b> | <b>Full name, faculty, year of study</b> | <b>Country and dates of stay</b> | <b>Hosting institution</b> | <b>Purpose and outcomes of the visit</b> | <b>Sources of funding and costs of stay in each case</b> |
|----------|--|----------------------------------|----------------------------|--|--|
|          |  |                                  |                            |  |  |

6. Number of incoming undergraduate students, Master students and post-graduate students for training, internship, expedition and other scientific or training arrangements at BelSU under bilateral agreements.

| <b>№</b> | <b>Full name</b> | <b>Country, partner institution</b> | <b>Dates, field and year of study</b> | <b>Sources of funding</b> |
|----------|------------------|-------------------------------------|---------------------------------------|---------------------------|
|          |                  |                                     |                                       |                           |

7. Number of English speaking teaching and administrative staff.

| <b>№</b> | <b>Full name, position, title</b> | <b>Level of English (weak, medium, near-native)</b> | <b>Title of courses taught in English</b> |
|----------|-----------------------------------|---|---|
|          |                                   |   |   |

# IMPACT OF TEMPUS IV QATMI PROJECT ON THE DEVELOPMENT OF INTERNATIONALIZATION AT BAKU SLAVIC UNIVERSITY

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Internationalization has traditionally been defined as «the process of integrating an international / intercultural dimension into teaching, research and service functions of the institution» (2:22). The key concept of the definition is the idea of internationalization as a dynamic process and not a set of isolated activities, integration or infusion that contributes to the sustainability of the international dimension. Currently there is a widespread belief that internationalization should not be regarded as a goal in itself, but rather as a means to improve the quality of education. Many national and institutional policy documents set down quality as one of the major goals of internationalization. Internationalization at Baku Slavic University is being realized based on this understanding of the phenomena.

The changing landscape of internationalization is not developing in similar ways in higher education throughout Europe and the world as a whole. There are different accents and approaches. Internationalization strategies are filtered and contextualized by the specific internal context of the university, by the type of university, and how they are embedded nationally.

## *Internationalization within the local context of Azerbaijan*

The main directions of international relations of the Republic of Azerbaijan in the education field are students and academic exchange, joint scientific researches, international and interregional education programs, as well as active participation in their implementation.

Pursuant to the efficient activity of the Ministry of Education, the Republic of Azerbaijan has joined to the number of international conventions in the education field. In May 2005, Azerbaijan joined to the Bologna process, which aims to create a European Higher Education Area (EHEA). It gives

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great opportunities for effective integration of the Azerbaijan education system into the EHEA.

Currently, 6795 international students from nearly 50 countries are studying at universities of Azerbaijan. It was possible to achieve by strengthening material and technical base of higher education establishments, improving the quality of education, as well as creating the stable and healthy environment in the country. International students of bachelor and master's degrees, as well as postgraduate level of universities, are studied at the expense of the state or on a fee-paying basis.

There have been reached some successes in attracting international students to study at universities of the country on a private contract basis. Such kind of study is on a fee-paying base, and creates opportunities to get a great deal of currency resources from abroad. All of these should be estimated as a useful application of scientific achievements and practice gained by universities over the past 10 years.

Taking into account the importance of Azerbaijani youth's study at world's top universities, the President of the Republic of Azerbaijan signed an Executive Order on «State program for the study of Azerbaijani youth in foreign countries», dated 19 October, 2006, and on approval of the «State program on the study of Azerbaijani youth abroad in 2007/2015», dated 16 April, 2007.

Currently, within this program more than 500 Azeri students are studying at bachelor, master's degrees, postgraduate and doctoral levels of universities of many countries, including the USA, Great Britain, France, Germany, New Zealand, Austria, Japan, Australia, Southern Korea, Sweden, Netherlands, and others. The program provides study of 5 thousands of Azeri youths abroad for the 2007-2015 years.

There was established a legal base to develop and regulate international relations of Azerbaijan. The Republic has already joined to the following international conventions on recognition of higher education diplomas and scientific degrees:

- The 1979 Paris Convention of UNESCO for the recognition of studies, diplomas and degrees concerning higher education in the states belonging to the European region;
- The 1983 Bangkok Regional Convention of UNESCO for the recognition of studies, diplomas and degrees concerning higher education in the Asia- Pacific areas;
- The 1997 Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

Policy dialogues with partners from other regions of the world are held during visits of Ministry officials and exchanges with official delegations at the Ministry of Education and higher education institutions. During recent years such dialogue has expanded to a number of countries including the USA, Canada, France, Germany, the UK, South Korea, Egypt, Israel, etc. Protocols and agreements on mutual recognition of degrees have been signed with the Russian Federation, Ukraine, Turkey and Austria.

It is taken as obvious fact that internationalizing the higher education system has to depend systemically on quality assurance and vice-versa. At the same time the success of the two processes, internationalization as well as quality assurance, does not mean necessarily getting rid of the local national system or, as some may wrongly think, globalizing by abandoning the local characteristics. It may be, remarkably, relevant and significant to pragmatically use internationalization as a process tool or mechanism to consolidate and enrich the local national system and hence build up the global system by local components. No global system would be attained without being based on the local platform. In fact such a system requires the added value 'quality assurance,' so reaching the internationalization is discovering at first level the local and ensuring its quality.

«Internationalization and quality assurance have to go hand in hand in the new process considering all levels of dialectics. So, internationalization is guided and shaped by quality assurance, and quality assurance is guided and shaped by internationalization. Internationalization and quality assurance processes should be conceived as 'heads or tails,' or else they will not exist at all».

The introduction of quality assurance (QA) is a key element in the Bologna Process both at national and institutional levels. Several projects have been implemented in the field of QA so far. Two joint projects supported the development of institutional QA mechanisms: «Designing Quality Assurance Systems in Azerbaijani Universities» (2006); and «Quality Assurance Tools for the Management of Internationalization» to assist Universities to strengthen their strategy of internationalization policy in compliance with a Quality Assurance Strategy (2008).

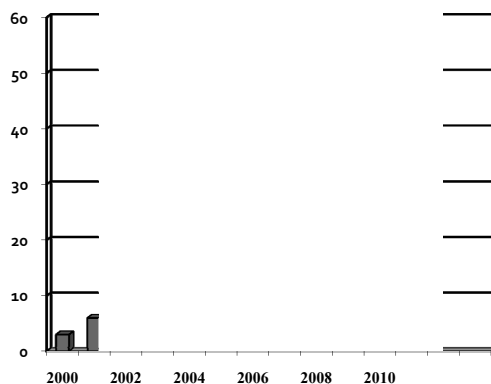
### *Internationalization within the internal context of Baku Slavic University*

Baku Slavic University is a state higher educational institution of humanitarian profile founded according to the edict of the President of the Azerbaijan Republic of June 13, 2000 on the basis of the M.F. Akhundov Azerbaijan Pedagogical Institute of Russian Language and Literature.

Since its establishment BSU has preserved the positive dynamics of the development, including numbers of students, staff and international partnership. Active internationalization was accepted as one of the priority dimensions and from the very beginning it was aimed at the improvement and enhancement of the quality of education. In order to meet the requirements of constantly growing economy of the country and taking into consideration the general strategy of the development of higher education system proposed by the government, Baku Slavic University has proceeded to implementation of its own policy considering international relations as one of most significant directions. Internationalization developed in parallel with the changes caused by the development of the education process at the University. During the years of its existence BSU has established relationships and started cooperation with many forefront educational and academic centers of foreign countries. The cooperation is based on agreements between the universities and includes different exchange programs for teaching staff and students, collaborative academic researches, conducting conferences, symposiums, seminars, professional retraining of specialists and students, information exchange and exchange of scientific and methodical literature, joint publications etc. Considering University's adherence to the internationally accepted values of the university education and focus on the internationalization taken as priority in the policy of its development Baku Slavic University was the first University in Azerbaijan to be invited to sign Magna Charta Universitatum in the University of Bologna in 2005.

**Table 1. Cooperation agreements**

| Year | Amount of agreements per year | Total amount of agreements |
|------|-------------------------------|----------------------------|
| 2000 | 3                             | 3                          |
| 2001 | 3                             | 6                          |
| 2002 | 3                             | 9                          |
| 2003 | 1                             | 10                         |
| 2004 | 3                             | 13                         |
| 2005 | 5                             | 18                         |
| 2006 | 7                             | 25                         |
| 2007 | 8                             | 33                         |
| 2008 | 1                             | 34                         |
| 2009 | 5                             | 39                         |
| 2010 | 13                            | 52                         |
| 2011 | 3                             | 55                         |

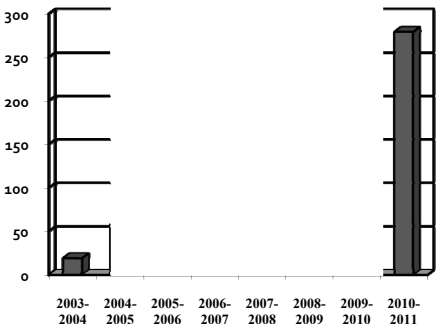


Internationalization of Baku Slavic University was positively appreciated on the highest level of the state government. In 2008 taking into consideration the increase of number of full-time foreign students studying at BSU

the Ministry of Education of Azerbaijan Republic gave a permission to open International Students Office. As a result of successful activity of ISO the number of international students continued to grow even during the crisis period, when BSU turned to be the only HEI in the Republic which managed to sustain positive dynamics.

**Table 2. Amount of full-time international students**

| Academic year | Amount of students |
|---------------|--------------------|
| 2003-2004     | 19                 |
| 2004-2005     | 58                 |
| 2005-2006     | 104                |
| 2006-2007     | 137                |
| 2007-2008     | 160                |
| 2008-2009     | 223                |
| 2009-2010     | 286                |
| 2010-2011     | 279                |



BSU was the first university in Azerbaijan to be awarded by the Order of the President of Azerbaijan Republic (07.03.2008) for the efforts and achievements in the development of internationalization.

### ***Implementation of QATMI project at BSU***

Taking into consideration the achievements and background of the University it was not coincidental that BSU was the first university to carry out self-assessment of internationalization which was possible within TEMPUS IV QATMI project. Self-assessment was implemented on the basis of International Self-Assessment Questionary covering all the activities and directions of Internationalization, as well as the related fields. The results of the survey provided University with the clear vision of the level of its internationalization within the standards accepted internationally, allowed to clarify objectives, establish priorities, identify performance gaps and capacity for improvement.

On the basis of the results of self-assessment and scoring made by the EU Universities, considering the best practices at the European and CIS Universities learnt during the 1-st circle site visit tour and the work-shop tour, Baku Slavic University worked out its individual work-plan. The plan was adopted by the Coordination Council on Internationalization and includes activities aimed at the improvement of weak points and strengthening of best practices.

The following table shows the activities implemented within the individual work-plan aimed at the improvement of weak points, indentified as a result of scoring based on the 1st cycle self-assessment survey and the consequent 1st cycle site-visit.

**Table 3: Implementation of Individual work-plan**

| <b>Weak point</b>  | <b>Implemented activities</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Lack of experience of practical interaction with European universities;</li> <li>• Small amount of outgoing and incoming students;</li> </ul> | <p><b>1. Organizing Extraordinary meeting of the Coordination Council</b> on Internationalization targeted at identifying internationalization process priorities with regard to the needs of educational process of the University; identifying the opportunities provided by the University International agreements in order to make the maximum use out of the practical interaction with the European Universities;</p> <p><b>2. Concluding new cooperation agreements:</b></p> <ul style="list-style-type: none"> <li>- Corvinus University of Budapest (Hungary), Shumen University «Episkop Konstantin Preslavsky» (Bulgaria);</li> <li>- Capodistrian University of Athens (Greece);</li> <li>- Jan Evangelista Purkyně University (Czech Republic);</li> <li>- Ordu University (Turkey);</li> <li>- Russia State Humanitarian University (Russia);</li> <li>- Zaporozhye National University (Ukraine);</li> <li>- Belarus State Linguistic University (Belorussia).</li> </ul> <p><i>Cooperation on Faculty level:</i></p> <ul style="list-style-type: none"> <li>- The Faculty of International Relations and Region Studies of Baku Slavic University and the Faculty of History of Sofia University «St. Kliment Ohridski» (Bulgaria);</li> <li>- Memorandum on students exchange between the Philological Faculty of Baku Slavic University and the Department of Social and cultural Anthropology of the Asia Orient Institute at the University of Tübingen (Germany).</li> </ul> <p><b>3. Making presentation for the students of BSU «Summer schools 2010-2011»</b> in order to rise their awareness about opportunities in this field.</p> <p><b>4. Organizing Summer School courses for the students at partner Universities:</b></p> <ul style="list-style-type: none"> <li>• information meetings with the students;</li> <li>• group and individual consultation.</li> </ul> <p><i>as a result 60 students participated in Summer School courses abroad (Poland, Turkey, Ukraine, Greece, Russia, Bulgaria).</i></p> <p><b>5. Organizing information meetings with the representatives of IRO of partner universities with the students of BSU wishing to participate in students mobility (Nottingham University (UK) and Leeds Metropolitan University (UK).</b></p> |

|  |   |
|--|---|
|  | <p><b>6.</b> Organizing training courses for the academic staff at Partner Universities (on the basis of plan elaborated during the <b>Extraordinary meeting</b> of the <b>Coordination Council</b> on Internationalization)</p> <ul style="list-style-type: none"> <li>- <i>Central European University (Hungary);</i></li> <li>- <i>Sofia University «St. Kliment Ohridski» (Bulgaria);</i></li> <li>- <i>INALCO (France);</i></li> <li>- <i>Saint-Petersburg State University (Russia);</i></li> <li>- <i>Pyatigorsk State Linguistic University (Russia);</i></li> <li>- <i>Moscow State Linguistic University (Russia);</i></li> <li>- <i>University of California, Berkeley (USA)</i></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Low level of language proficiency among the staff and students, publishing materials translated in English</li> </ul> | <p><b>1.</b> General updating of the Information on the University web-site;</p> <p><b>2.</b> Creating a working group within the IRO responsible for the regular updating of the information on the University web-site. Coordination of the activity of the group;</p> <p><b>3.</b> Updating of the information introduced in the University booklet;</p> <p><b>4.</b> Preparing and publishing of the folders of each Cultural and Educational Center, ISO and the booklet of the IRO. Prepare an information package including all the above mentioned materials;</p> <p><b>5.</b> Organizing English language courses for the staff of IRO, ISO and Cultural-Educational Centers;</p> <p><b>6.</b> Introduction of an obligatory English proficiency test for the academic and administrative staff required to be taken in order to get promotion;</p> <p><b>7.</b> Organizing conversation clubs with the native speakers;</p> <p><b>8.</b> Introduction of an obligatory English proficiency test for the last year students to be done before the graduation exam session;</p> <p><b>9.</b> Preparing modules for Journalism Faculty within the joint project BBC-European Council-BSU .</p> |

Implementation of work-plan, adopting best practices and recommendations facilitated positive changes in the management of international activities, providing more institutionalized and professional approach to internationalization.

Once this process has been started, as a real step, not an illusory one, it is no longer the matter of what internationalization can do for the education quality assurance, but also what the latter can do for internationalization.

It is, in fact, credibility based on a rigorous scientific approach which builds this «core process».

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# GLOSSARY

## of terms and expressions used in the area of quality and internationalization of higher education

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|                                   |   |
|-----------------------------------|---|
| <b>accountability</b>             | transparency and responsibility in financial management   |
| <b>accreditation</b>              | certification of quality standard, esp. in education  |
| <b>accumulation</b>               | gathering of training records/notes   |
| <b>admission</b>                  | intake, enrolment; number of places offered and candidates accepted by the HEI; selection of candidates                           |
| <b>admission universities</b>     | HEIs that select the best candidates from the number of applicants exceeding the number of places available                       |
| <b>allocation</b>                 | give or share, distribute, e.g. credit allocation   |
| <b>alternate training</b>         | periods of education at HEI interchanged with practical placements or internships   |
| <b>apprenticeship</b>             | professional/practical placement or internship  |
| <b>area of study</b>              | subject, field of study   |
| <b>assessment</b>                 | evaluation, validation  |
| <b>assurance</b>                  | providing rationale, tools and resources to achieve a goal, e.g. quality assurance  |
| <b>attractiveness</b>             | ability to meet interest of a significant group of people/students  |
| <b>audit</b>                      | visit of experts in order to verify compliance with regulations and standards, present the findings and propose improvement steps |
| <b>autonomy</b>                   | independence from state   |
| <b>benchmarking</b>               | referring to the best examples  |
| <b>«Bologna», Bologna Process</b> | complex process of changes, harmonization and modernisation of European higher education according to the Bologna Declaration     |
| <b>Bologna Declaration</b>        | key document signed by 29 signatory countries in 1999; now 47 signatories   |
| <b>bottom up</b>                  | initiatives emerging from practical experience at local level and proposed to higher authorities                                  |
| <b>comparability</b>              | possibility of making reference to some standard  |
| <b>compatibility</b>              | accordance, equivalence   |

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|--|--|
| <b>competencies</b>                      | professional background that enables sb. to perform certain tasks (e.g. field, generic, interpersonal, language c.)    |
| <b>competitiveness</b>                   | being competitive, i.e. equal or better in quality, attractiveness   |
| <b>convergence</b>                       | making opinions closer, approaching to common solutions  |
| <b>co-tutelage</b>                       | studies, esp. doctoral, accomplished under supervision of two universities from different countries                    |
| <b>counselling</b>                       | service for students, psychiatric and/or pedagogic   |
| <b>credentials</b>                       | diplomas and certificates confirming certain skills, references  |
| <b>credit system</b>                     | system of points allocated to study courses to reflect student's workload  |
| <b>cultural difference</b>               | difficulties in cooperation/communication due to different tradition, religion, attitude                               |
| <b>curriculum</b>                        | set of study courses necessary to achieve a diploma  |
| <b>cycle descriptors</b>                 | presentation of study programme with expected learning outcomes  |
| <b>cycles of studies</b>                 | 1st (bachelor), 2nd (master) and 3rd (doctoral) studies  |
| <b>degrees</b>                           | qualification of bachelor, master or doctor, engineer, medical doctor, architect etc.                                  |
| <b>diploma supplement</b>                | document accompanying a diploma presenting study records and extracurricular activities                                |
| <b>diversity</b>                         | variety, freedom of choice (e.g. learning pathway)   |
| <b>double diploma</b>                    | diplomas of 2 cooperating HEIs issued to students who have successfully completed a joint study programme              |
| <b>ECTS</b>                              | European Accumulation and Transfer Credit System   |
| <b>educational services</b>              | education perceived as a kind of business, students as clients and graduates as product                                |
| <b>employability</b>                     | attractiveness and professional ability of graduates to be employed  |
| <b>entrepreneurial skills</b>            | ability to be innovative and creative; openness to new situations and readiness to deal with them                      |
| <b>EuroPass</b>                          | document to evidence all achievements of graduates in the area of vocational preparation                               |
| <b>European Area of Higher Education</b> | concept of building a strong and attractive system of higher education in Europe, compared to or better than in the US |
| <b>European dimension</b>                | openness to wider perspective; European scale approach   |
| <b>evaluation (internal, external)</b>   | assessment by representatives of the evaluated unit or by experts invited from outside                                 |

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|---|--|
| <b>excellence</b>                         | representing the highest quality, scientific and organisational perfection (e.g. centre of excellence)                                     |
| <b>exchange students</b>                  | students from another country who spend a certain period of time in another HEI and go back to get diplomas of their home school           |
| <b>extracurricular activities</b>         | in diploma supplement - additional activities beyond the compulsory program of studies - internships, voluntary job, student organisations |
| <b>extramural studies</b>                 | part-time, evening classes, often fee paying   |
| <b>fee-paying courses</b>                 | commercial studies that enable HEIs generate income (contradictory to fee-free courses)  |
| <b>flagship</b>                           | key, leading, most important, of highest quality (e.g. flagship universities or research centres)  |
| <b>framework of qualifications</b>        | indications concerning knowledge, skills and attitudes that the graduates should acquire in the process of education                       |
| <b>free mobility</b>                      | transfer of students/staff not financed by any mobility scheme   |
| <b>full-time studies</b>                  | regular, on-campus, «day» studies, usually fee-free in public HEIs   |
| <b>gender studies</b>                     | curriculum on social opportunities of men and women, gender equality or inequality   |
| <b>generic skills</b>                     | general competences, unrelated to the field of study (e.g. art. of presentation, communication, intercultural, managerial s.)              |
| <b>globalisation</b>                      | trends in the world's economy and social life to network countries from all continents   |
| <b>good practice</b>                      | procedures and implementation perfected in practice, a pattern to follow by other units/institutions                                       |
| <b>guidance</b>                           | advising, esp. in career and vocational sector   |
| <b>guidelines</b>                         | indications, recommendations, instructions   |
| <b>harmonization</b>                      | relevance to a common standard, taking into account local diversity, in contradiction to unification                                       |
| <b>HEI - higher education institution</b> | institutions of higher education providing training for high school graduates (above baccalaureate)  |
| <b>higher education</b>                   | tertiary education, above upper secondary level  |
| <b>horizontal mobility</b>                | students go to another HEI to perform part of their studies of the same cycle  |
| <b>indicators</b>                         | factors of performance and achievements  |
| <b>informal training</b>                  | abilities and skills acquired by practice or experience beyond the institutions of education (schools, universities etc)                   |
| <b>information</b>                        | key issue in the modern world (i. exchange, literacy, management, technology)  |

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| <b>integrated study programme</b> | curriculum leading to double, multiple or joint diploma, or including vocational training (e.g. sandwich courses)                      |
| <b>intercultural activities</b>   | events that facilitate communication, break prejudices and enhance cooperation (i. dialog, awareness, dimension)                       |
| <b>international students</b>     | students from another country who come to study and get a diploma; long-term exchange  |
| <b>internationality</b>           | the state/advancement of the internationalisation process  |
| <b>internationalization</b>       | activities to develop international cooperation in the field of research and education   |
| <b>internship</b>                 | practical placement, esp. after graduation, highly appreciated by employers  |
| <b>joint diploma</b>              | diploma of 2 or more cooperating HEIs issued to students who have successfully completed a joint study programme                       |
| <b>knowledge-based society</b>    | social effect where education becomes a product accessible to the whole of the society   |
| <b>label</b>                      | certificate of quality (e.g. ECTS label)   |
| <b>labour market</b>              | requirements of employers  |
| <b>learning outcomes</b>          | effects of training  |
| <b>legislative reforms</b>        | new law, changed according to the changes in a certain field of public life  |
| <b>lifelong learning</b>          | complex approach to education from primary school till 3rd age university  |
| <b>linguistic preparation</b>     | providing language courses preceding mobility or during exchange in order to facilitate communication and studies                      |
| <b>Magna Charta Universitatum</b> | document signed in Bologna in 1988 (on the 900th anniversary of the University) by 388 rectors outlining a new mission of universities |
| <b>mandatory course</b>           | compulsory in the curriculum, prerequisites  |
| <b>matriculation</b>              | official admission of new students to the academic community   |
| <b>mentoring</b>                  | individual guidance and help offered to exchange students by home students   |
| <b>mission statement</b>          | a document presenting main goals of the HEI and its role in the society  |
| <b>mobility</b>                   | transfer, travelling from one university to another (e.g. Individual, group, study, professional m.)                                   |
| <b>mobility schemes</b>           | programmes that facilitate and finance mobility  |
| <b>moderation of marks</b>        | verification of records by external, objective teachers  |
| <b>monitoring</b>                 | surveillance, checking, controlling  |
| <b>multidisciplinary</b>          | studies covering items from many disciplines of knowledge  |
| <b>multilateral</b>               | agreement or partnership signed by more than two parties   |

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| <b>multiple diploma</b>         | diplomas of more than 2 cooperating HEIs issued to students who have successfully completed a study programme                           |
| <b>network</b>                  | establish multilateral cooperation in order to strengthen educational potential, develop new training courses, enrich study offer       |
| <b>non-degree courses</b>       | additional training offered to home students or to trainees from another environment  |
| <b>non-formal training</b>      | abilities and skills acquired in course of additional training, outside regular education, not leading to diploma                       |
| <b>on-line</b>                  | directly connected; education with the use of modern ICT technologies   |
| <b>on-site visit</b>            | monitoring at the evaluated institution by representatives of auditing institution or accreditation committee                           |
| <b>opportunities</b>            | chances offered   |
| <b>optional courses</b>         | elective, up to students' individual study pathway  |
| <b>orientation course</b>       | reception activities at the beginning of study period in a hosting institution in order to help overcome difficulties                   |
| <b>outcomes</b>                 | effects of training   |
| <b>outflow</b>                  | loss of students (e.g. due to lack of competitiveness) or better opportunities for graduates elsewhere (brain drain)                    |
| <b>package</b>                  | set of information and promotion materials offered to candidates in order to facilitate orientation i study programmes and student life |
| <b>peer review</b>              | evaluation by staff members of comparable competencies, mutual assessment   |
| <b>performance</b>              | academic achievements of individuals or institutions  |
| <b>placement</b>                | professional training outside the university at employers in the real labour environment  |
| <b>policies</b>                 | perspective thinking concerning the directions of further development expressed in a document   |
| <b>pre-departure activities</b> | classes to prepare exchange students for the come-back shock after a study period abroad  |
| <b>prerequisites</b>            | courses required to precede other courses of higher or more specific level  |
| <b>prestige</b>                 | high position in rankings, international reputation and fame  |
| <b>public expenditure</b>       | costs generated and covered from public money; see growth/reduction   |
| <b>public ownership</b>         | responsibility/liability to the state and accountability to tax payers  |
| <b>qualifications</b>           | skills and knowledge confirmed by a certificate, ability to perform certain profession  |

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|---------------------------------------|--|
| <b>quality</b>                        | expression of good level or result, success in terms of compliance with standards, aim to enhance goodness or worth                |
| <b>questionnaire</b>                  | inquiry form to collect data or opinions   |
| <b>rankings</b>                       | classification tables of HEIs, where their performance is expressed in numbers as indicators of quality                            |
| <b>reciprocity</b>                    | well balanced exchange, close to equal numbers and level in both directions  |
| <b>recognition</b>                    | acceptance of credits/ study periods performed in another HEI  |
| <b>records</b>                        | achievements of student work - credits, grades and credentials   |
| <b>recruitment</b>                    | activities to ensure satisfactory intake of candidates, attracting students  |
| <b>recruiting universities</b>        | HEIs that actively search for candidates   |
| <b>referencing procedures</b>         | system of transition from one system to another, e.g. From European Qualification Framework to National Qualification Framework    |
| <b>relevance</b>                      | quality accurate to imposed indications  |
| <b>retraining</b>                     | changing job or qualifications, esp. In response to the new needs of the labour market   |
| <b>self-assessment</b>                | activity program to evaluate an institution/ unit/individual done by himself according to given procedures                         |
| <b>short-cycle courses</b>            | training programme that does not provide a diploma   |
| <b>short-term mobility</b>            | a trimester, semester or a year spent outside home university, usually for study or practical placement                            |
| <b>skill</b>                          | ability to make use of acquired knowledge in practice, high level of competence in solving problems and finding solutions          |
| <b>SMART</b>                          | as applied to projects: Specific, Measurable, Accurate, Realistic, Timebound   |
| <b>special educational needs</b>      | training programmes prepared for or adapted for people with disabilities, less favoured groups, immigrants, socially excluded etc. |
| <b>stakeholders</b>                   | people interested in, players, actors of educational process, active or passive participants                                       |
| <b>standard</b>                       | set of rules concerning education according to the level, reference of quality   |
| <b>State Accreditation Commission</b> | national accreditation agency in Poland (PKA), soon to be transformed into Polish Accreditation Commission                         |
| <b>statutes</b>                       | written laws of the HEI approved by the highest authority, usually the Senate  |
| <b>strategic planning</b>             | activities deployed in order to reach the lines of the policy and mission  |

|  |   |
|--|---|
| <b>student-centred learning</b>        | education based on self-instruction of students with the help of teachers and educational resources   |
| <b>subsidy</b>                         | funding, money allocated by programme managers for research or education  |
| <b>supervision</b>                     | control, evaluation and advise,   |
| <b>survey</b>                          | collecting and examining opinions, measuring the level of satisfaction  |
| <b>syllabus</b>                        | description of the content of a course  |
| <b>targeted programmes</b>             | studies supported by the state in order to diminish deficit of certain professions, e.g. engineers in assessment - means/resources to improve quality: self-evaluation, peer review, audit, site visit, recommendation report |
| <b>tools</b>                           | Initiatives launched by high authorities (e.g. Ministry) and executed at local level  |
| <b>top-down</b>                        | a document confirming students' records, usually issued by a host HEI or institution  |
| <b>transcript</b>                      | move of values from one unit to another, e.g. credits, records, good practice, learning outcomes  |
| <b>transfer</b>                        | change from one state to another (e.g. from school to work), adaptation period,   |
| <b>transition</b>                      | education providing multi-national dimension, e.g. double, multiple or joint diplomas, e-learning   |
| <b>transnational education</b>         | placements and joint studies performed in liaison with companies, employers, institutions   |
| <b>university-industry cooperation</b> | confirmation, testifying achievement of a certain standard according to clear procedures  |
| <b>validation</b>                      | assignment of certain position in the ranking; evaluation; also dissemination, promotion of results   |
| <b>valorisation</b>                    | students go to another university to continue studies of a higher cycle   |
| <b>vertical mobility</b>               | using ICT tools, distance, on-line, e.g. v. learning  |
| <b>virtual</b>                         | outstanding scholar invited to teach and contribute to research for a defined period of time to provide international dimension   |
| <b>visiting professor</b>              | time in hours necessary to perform certain task, achieve certain level  |
| <b>workload</b>                        | schedule of activities and division of tasks in a project   |
| <b>workplan</b>                        | project   |
| <b>xenophobia</b>                      | fear of strangers, foreigners, unknown people or situations   |
| <b>youth</b>                           | time of being young or state of the mind  |

# INFORMATION ABOUT THE AUTHORS

**Petro Bekh**, Professor, PhD (Philology), Professor, Vice-Rector for International Relations of Taras Shevchenko National University of Kyiv. Chairman of the Convention of the European Collegium of the Polish and Ukrainian Universities (since 2009). Director of the Office for International Relations (1994-2008). Head of the Department on Methods of Teaching Foreign Languages & Applied Linguistics (since 1991). Head of the Department of the English Language for Science Faculties (1982-1991). Member of the National Commission of Ukraine for UNESCO (since 2004). Member of the Educational and Methodology Association on Romance and Germanic Philology of the Universities under the Ministry of Education and Science of Ukraine.

**Birgit Bruns**, M.A. started her career in the field of internationalization as deputy head of the international office at Leibniz Universität Hannover before she took up her work at the Fachhochschule Ulm where she established an international office. She now works as the director of the international relations office at Carl von Ossietzky Universität Oldenburg. During the past decade she has coordinated various Tempus projects and has also worked as Tempus external expert for the European Commission.

**Armen Budaghyan**, Deputy Vice-Rector of Yerevan State University for University Development and Reforms, Cand. of Tech. Sc., Assoc. Professor. He is a member of the national team of TEMPUS Higher Education Reform Experts. Conducted professional development program in the Center for the Study of Higher and Postsecondary Education in the University of Michigan, took a management internship in the Institute for Higher Education Management at the University of Pittsburgh. He is a fellow of the Carnegie Corporation's University Administration Support Program conducted in the Educational Administration Department of the University of Nebraska – Lincoln. He served also as a director and principal expert in numerous international projects aimed at modernization of Armenian higher education system.

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**Ewa Derkowska-Rybicka**, MSc in physics, graduated from Nicolaus Copernicus University in Toruń, Poland. After an 11-year period of work in the area of monument restoration, especially in non-destructive testing of historical materials, she came back to her home university to become in-

volved in international co-operation, which was always of interest to her. She now has over 20 years of experience at the International Relations Office and since 2003 as the head of the International Programmes Office.

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**Svetlana Gevorgyan**, PhD (History), Vice-Rector for Education at Yerevan State Academy of Fine Arts. Svetlana has been the initiator of educational reforms at the Academy and is deeply involved in academic standards development at national level.

**Aleksandr Grigoryan**, Vice-Rector of Yerevan State University for Academic Affairs, Cand. of Phys. Math. Sc., Assoc. Professor. Member of the National Workgroup on Quality Assurance and Implementation of Bologna Principles, member of the Board of National Information Center for Academic Recognition & Mobility, fellow of the International Visitor Program «International Education Administration» of US Department of State. He served as a director and principal expert in numerous international projects aimed at modernization of Armenian higher education system.

**Michelle Grindle**, BA (Hons) in International Business Studies and Languages (Spanish). Associate Professor of the Faculty of Economics, International Business Programme. Extensive experience in the management of international projects (since 2001). Trainer in Project Management to various international organisations and consultancy in proposal drafting mainly in the field of internationalisation of higher education. Michelle Grindle is currently Deputy Director of the International Project Management Office, University of Alicante (Spain).

**Susanna Karakhanyan**, PhD in Social Sciences, Advisor on Internationalization to Vice-Rector of the Academy of Fine Arts. She is a Director in the Board of Directors of International Network for Quality Assurance Agencies in Higher Education (INQAAHE) as well Chair of INQAAHE Research and Publications Committee. In 2009, she became Head of the Policy Development and Implementation Unit/Deputy Director of the Armenian National Centre for Professional Education Quality Assurance (ANQA).

**Gayane Karapetyan**, Dr. of Physics, Head of Grants Department, Assistant Professor at Chair of Nuclear Physics of Yerevan State University, since January 2010 – Regular Associate of Abdus Salam International Centre for Theoretical Physics, Trieste, Italy.

**Apollon Karibov**, Candidate of Sciences (Economics), Associate professor of the Chair «the World and Regional Economy» at Volgograd State University and also a deputy director of the Institute of World Economy and Finances. Responsibility – scientific work and international relations. Scientific interests – sustainable development of the world economy, problems of the internationalization, natural monopolies.

**Inna Kaskova**, MSc. in Management, Head of Department for International Relations Development, Belgorod National Research University, Belgorod, Russia. She graduated from Belgorod State University (Russia) in 2000. She worked as an English instructor at the faculty at her home university for 8 years and as a staff member of the International Office since 2004. As the Head of the International Office Department at Belgorod National Research University she is especially focused on initializing and development of international relations. She now has over 7 years experience in internationalization.

**Kateryna Kasyan**, Master of Philology (Spanish, English). Since 2010 – Grant Writing Officer of the International Office of Zaporizhzhya National University.

**Viachaslau Malafeyeu**, Dean of the Faculty of Pre-University education for international students of the BSU (since 2001). Secretary of the Students Admission Commission of the BSU (2003, 2006, 2010, 2011). Secretary of the Council for Quality of the BSU (since 2008).

**Alexander Markarov**, Deputy Vice Rector for International Cooperation and Scientific Policy at Yerevan State University (YSU) and Head of the International Cooperation Office. Doctor of Sciences Degree (Dr. Habil.) in Political Science. Dr. Markarov managed few Tempus grants implemented at YSU. He participated in a number of international programs (JFDP, CEP, AFP, CRC), was Visiting Researcher within Erasmus Mundus IMESS Program at Charles University (Czech Republic), INTAS Young Scientist Post Doctoral Fellow (University of Kent in Canterbury).

**Olga Priymenko**, Master of Philology (English, French). Since 2010 – Academic Mobility Officer of the International Office of Zaporizhzhya National University.

**Vadzim Reznikau**, Head of International Relations Office of the BSU (2011), Deputy Head of IRO, BSU (2007-2011), First Secretary at the Permanent Mission of the Republic of Belarus to the United Nations (New York) (1997-2000). He worked in the Ministry of Foreign Affairs of Republic of Belarus for several years. In his research activities pays special attention to the

studies of intercultural communications, problems of social and psychological adaptation of foreign students, management of internationalization.

**Aliaksandr Ryttau**, Head of Department for International Projects and Programs, International Relations Office / Belarusian State University (IRO BSU) (since 2009), Head of the Sector of Marketing of Educational Services, Information and European Documentation of IRO BSU (2005-2009), Senior Officer of IRO BSU (1999-2005). Conducted research in the area of marketing of education, optimizations of marketing communications, ways of promotion of university abroad.

**Oleksandr Shnyrkov**, Doctor of Economics, Professor, Deputy Director for Research and International Cooperation of Institute of International Relations of Taras Shevchenko National University of Kyiv, Head of the Chair of World Economy and International Economic Relations. He has lectured in the universities of Paderborn, Berlin (Germany), Hull (the U.K.), Brussels (Belgium), Lesius Hogeschool (Belgium) and took part in implementation of international projects TACIS, TEMPUS, INTAS, NATO, UNESCO, in particular for development of European Studies and Research in Ukraine.

**Vladimir Tikhonov** is an experienced manager in the sphere of organization of international relations in the system of higher education. He has been working as a Head of International Relations Office of the Ministry of Education of Republic of Belarus for 19 years. Head of International Relations Office of the BSU (2004-2011). Director of the Institute for German Studies of the BSU (2011).

**Pavel Timachev**, Director of International Office of Volgograd State University, Russia since 2008. Involved into internationalization since 2002.

**Olena Tupakhina**, Candidate of Philological Sciences (PhD). Since 2007 – Head of the International Office of Zaporizhzhya National University.

# ANNEX 1. SELF-ASSESSMENT FORM

**Name of university:**

**Name of person responsible for filling in this survey:**

**Date of submission:**

## 1. General university information

|   | 2009 | 2010 |
|---|------|------|
| Total students                              |      |      |
| Total international university partnerships |      |      |
| • With Europe                               |      |      |
| • With Africa                               |      |      |
| • With North America                        |      |      |
| • With Central and South America            |      |      |
| • With Asia                                 |      |      |
| • With Australia and Oceania                |      |      |

**2. Describe your university's top level management structure as of 2011** (please list functions and names).

**3. Who within the university top level management is responsible for internationalization?** (please list functions and names)? Are there any important changes compared to the situation in 2009?

**4. What is the structure of your international office (functions, names and formation) at the central level?** Are there any important changes compared to the situation in 2009?

**5. If you have international offices on the non-central (faculty, departmental) level as well, please provide information on the functions, names and formation of each of these non-central offices as well.** Are there any important changes compared to the situation in 2009?

**6. Who does the international office report to?** Are there any important changes compared to the situation in 2009?

## 7. Process of internationalization

Please describe how the process of internationalization has been intensified since the beginning of the QATMI project.

## 8. Language

### 8.1 Administrative personnel proficiency in English

It's very difficult to correctly establish the level of staff English proficiency. Therefore we would like you to make an educated guess of what percentage of staff belongs to each category.

| Level of English                        | 2009 | 2010 |
|---|------|------|
| Not able to speak or understand English |      |      |
| Weak level                              |      |      |
| Medium level                            |      |      |
| Near-native level of English            |      |      |
|   | 100% | 100% |

## 8.2 Academic personnel proficiency in English

It's very difficult to correctly establish the level of staff English proficiency. Therefore we would like you to make an educated guess of what percentage of staff belongs to each category

| Level of English                        | 2009 | 2010 |
|---|------|------|
| Not able to speak or understand English |      |      |
| Weak level                              |      |      |
| Medium level                            |      |      |
| Near-native level of English            |      |      |
|   | 100% | 100% |

## 8.3 English website content

Please provide an educated guess of what percentage of your website is offered in English. Please provide the URLs.

## 8.4 New PR materials in English since 2009

What written PR materials have been produced in English since 2009? Please provide a list.

## 8.5 Website content in other foreign languages

Please provide an educated guess of what percentage of your website is offered in another foreign language. Please specify what language(s). Please also provide the URLs.

## 8.6 New PR materials in other languages since 2009

What written PR materials have been produced in other languages since 2009? Please provide a list.

# 9 Student mobility

## 9.1 Incoming exchange students

| Total international exchange students (incoming): | Top 7 countries incoming exchange students |            |            |            |            |            |            |
|---|--|------------|------------|------------|------------|------------|------------|
|   | Country A:                                 | Country B: | Country C: | Country D: | Country E: | Country F: | Country G: |
| 2009  |  |            |            |            |            |            |            |
| 2010  |  |            |            |            |            |            |            |

## 9.2 Outgoing exchange students

| Total international exchange students (outgoing): | Top 7 countries outgoing exchange students |            |            |            |            |            |            |
|---|--|------------|------------|------------|------------|------------|------------|
|   | Country A:                                 | Country B: | Country C: | Country D: | Country E: | Country F: | Country G: |
| 2009  |  |            |            |            |            |            |            |
| 2010  |  |            |            |            |            |            |            |

## 9.3 Incoming international degree-seeking students

| Total incoming international degree-seeking students: | Top 7 countries incoming degree-seeking students |            |            |            |            |            |            |
|---|--|------------|------------|------------|------------|------------|------------|
|   | Country A:                                       | Country B: | Country C: | Country D: | Country E: | Country F: | Country G: |
| 2009  |  |            |            |            |            |            |            |
| 2010  |  |            |            |            |            |            |            |

## 10 Staff mobility

### 10.1 Incoming staff mobility

| Total incoming staff mobility: | Top 7 countries incoming staff |            |            |            |            |            |            |
|--------------------------------|--------------------------------|------------|------------|------------|------------|------------|------------|
|                                | Country A:                     | Country B: | Country C: | Country D: | Country E: | Country F: | Country G: |
| 2009                           |                                |            |            |            |            |            |            |
| 2010                           |                                |            |            |            |            |            |            |

### 10.2 Outgoing staff mobility

| Total outgoing staff mobility: | Top 7 countries outgoing staff |            |            |            |            |            |            |
|--------------------------------|--------------------------------|------------|------------|------------|------------|------------|------------|
|                                | Country A:                     | Country B: | Country C: | Country D: | Country E: | Country F: | Country G: |
| 2009                           |                                |            |            |            |            |            |            |
| 2010                           |                                |            |            |            |            |            |            |

## 11 Resources

### 11.1 University resources – please indicate major changes to the situation in 2009.

|  | 2009 | 2010 |
|--|------|------|
| University budget for internationalization (amount in €)   |      |      |
| University budget for internationalization in relation to overall budget (Percentage)  |      |      |
| University budget for the staff of the international office  |      |      |
| University budget for expenses for international activities  |      |      |
| University budget for material resources   |      |      |
| University budget for international university marketing   |      |      |
| Are there incentives for the faculties to be internationally active? (yes/no)  |      |      |
| If yes, please describe which incentives.  |      |      |
| External funding / grants for internationalization. If available, please describe in short which kind of funding and grants and how high the budget is |      |      |

### 11.2 Student resources

#### How do students fund their trips abroad? Please indicate major changes to the situation in 2009.

Please provide an educated guess:

| Funding                        | Specification | Percentage |
|--------------------------------|---------------|------------|
| National scholarships          |               |            |
| International scholarships     |               |            |
| University scholarships        |               |            |
| Sponsorship by a company       |               |            |
| Private funding (e.g. parents) |               |            |
| Other form: (please specify)   |               |            |
|                                |               | 100%       |

### 11.3 Staff resources

#### How does staff fund their working visits abroad? Please indicate major changes to the situation in 2009.

Please provide an educated guess:

| Funding                        | Specification | Percentage |
|--------------------------------|---------------|------------|
| National scholarships          |               |            |
| International scholarships     |               |            |
| University scholarships        |               |            |
| Sponsorship by a company       |               |            |
| Private funding (e.g. parents) |               |            |
| Other form: (please specify)   |               |            |
|                                |               | 100%       |

## 12 Curriculum

### Courses of study and curricula

|                         |   | 2009 | 2010 |
|-------------------------|---|------|------|
| <b>Course offerings</b> | Number of courses offered in English  |      |      |
|                         | Please provide an educated guess of what percentage of the total curriculum is offered in English |      |      |
|                         | Amount of international professional qualification courses, credit or non-credit                  |      |      |

|                     |   |  |  |
|---------------------|---|--|--|
|                     | Cooperative seminars with partner universities (yes/no)   |  |  |
|                     | Summer university programs (yes/no)   |  |  |
| <b>Degrees</b>      | Total number of international students leaving the university with a degree   |  |  |
|                     | What percent of the international graduates take active part in the alumni program three years after graduation? (a specific goal should be agreed upon for this) |  |  |
| Doctoral candidates | Total amount of international doctoral candidates   |  |  |

### 13. Quality assurance and evaluation

Have you carried out an evaluation of your internationalization policy since 2009 apart from the benchmarking within the QATMI project? If yes, describe in short.

Please provide a copy of the evaluation report.

### 14. Internationalization activities

In 2009 you have described which international activities are carried out at your university and by whom. Please describe whether changes in the implementation of international activities have been taken place since then and if yes, which.

The following is a list of internationalization activities. Please indicate which of these activities are carried out at your university. Although the international office is responsible for many of the activities done, it is likely that there are other departments involved as well. Please state what other departments (examples: financial department, human resources, quality assurance) are involved, and indicate what activities they participate in.

|  | <b>Internationalization tasks</b>   | International Office | Other departments (one per line) | Description of how this task is performed | <b>Provide grantholder with:</b>                 |
|--|---|----------------------|----------------------------------|---|--|
| <b>International student recruitment and admission (both degree-seeking and exchange students)</b> |   |                      |                                  |   |  |
| Information, PR outings  | Printed materials (brochures, posters, etc.)                                      |                      |                                  |   | Copies of available printed materials in English |
|  | Websites in foreign languages (state the language in which students are informed) |                      |                                  |   | URLs of web pages with English content           |
|  | Visiting student fairs informing prospect students                                |                      |                                  |   |  |
| Preliminary counseling   | Information   |                      |                                  |   |  |

|                            |   |  |  |  |   |
|----------------------------|---|--|--|--|---|
|                            | Counseling (e.g. on work-related or residency problems, health insurance, etc.) |  |  |  |   |
| Application and acceptance | Acceptance of applications  |  |  |  |   |
|                            | Application confirmation, evaluation/ categorization of academic qualifications |  |  |  | Application procedure (if available in English) |
|                            | Assistance with visa application  |  |  |  |   |
|                            | Assistance with applying for scholarships                                       |  |  |  |   |

### **Support service for incoming students (both degree-seeking and exchange students)**

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| Supervision and support during university study | Orientation phase for international students                                      |  |  |  | Written information for the incoming students (if available in English) |
|   | Help provided with administrative formalities                                     |  |  |  |   |
|   | Information on residency and employment issues                                    |  |  |  |   |
|   | Housing assistance  |  |  |  |   |
|   | Tutors  |  |  |  |   |
|   | Certification, transcripts (Certificates available in other languages)            |  |  |  |   |
|   | Alumni program (database, reunions at home and abroad, newsletter mailings, etc.) |  |  |  | Copy of newspaper (if available in English)                             |
| Organization of language courses and exams      | Conducting placement tests  |  |  |  |   |
|   | Conducting them in cooperation with other institutions                            |  |  |  |   |
|   | Language courses that accompany the course of study (please specify the language) |  |  |  |   |
|   | Conducting and recognition of exams   |  |  |  |   |
| Procuring resources                             | Balancing funds with university budget, submission of financial report            |  |  |  |   |

### **Service for outgoing students**

|                            |  |  |  |  |  |
|----------------------------|--|--|--|--|--|
| Information and counseling | Make use of the returned students for information session etc. |  |  |  |  |
|                            | Information meetings   |  |  |  |  |
|                            | Group counseling   |  |  |  |  |
|                            | One-on-one counseling  |  |  |  |  |
| Selection process          | Acceptance of applications                                     |  |  |  |  |

|                          |  |  |  |  |  |
|--------------------------|--|--|--|--|--|
|                          | Student selection  |  |  |  |  |
|                          | Awarding of scholarships   |  |  |  |  |
|                          | Activities (support) upon return                                       |  |  |  |  |
| Foreign language courses | Organization and implementation  |  |  |  |  |
|                          | Providing intensive courses (please specify)                           |  |  |  |  |
| Resource administration  | Balancing funds with university budget, submission of financial report |  |  |  |  |

### **Services for incoming staff (both administrative and academic)**

|  |  |  |  |  |                            |
|--|--|--|--|--|----------------------------|
| Preliminary counseling/preparation             | Welcome center   |  |  |  |                            |
|  | Counseling (e.g. on work-related or residency problems, health insurance, etc.)  |  |  |  |                            |
|  | Provision of Internet-based information in English   |  |  |  | Please provide URLs        |
|  | Central contact person   |  |  |  | Name, contact information  |
|  | Information on necessary preparation for incomings, outgoings, returnings (financing, visa application, housing)                     |  |  |  |                            |
|  | Support prior to arrival, cooperation with local authorities such as embassies, immigration offices, scholarship providers, etc.     |  |  |  |                            |
|  | Support in making contact / networking with contact partners from the host university prior to arrival                               |  |  |  |                            |
|  | Support once international guest has arrived   |  |  |  |                            |
| Arrival service                                | Airport pickup   |  |  |  |                            |
|  | Orientation assistance, help with local authorities; if needed, support of the accompanying partner, providing important information |  |  |  |                            |
| Networking, welcome center                     | Round table for networking with external organizations   |  |  |  |                            |
| Networking                                     | Presentation of current university guests and their hosts in university press reports  |  |  |  |                            |
|  | Presentation of current university guests and their research fields on the university Internet site                                  |  |  |  |                            |
| Networking target group: University scientists | Regular e-mail newsletter with information on international university activities  |  |  |  | Please provide copy/copies |

|  |   |  |  |  |   |
|--|---|--|--|--|---|
| Networking target group: Guest researchers and lecturers and their partners, alumni, as well as hosts of university guests | Regular e-mail newsletter with the latest information for international guests  |  |  |  | Please provide copy/copies  |
| Integration  | Newcomer service: Reception by university president, reception by city, tours, visiting cultural events                                   |  |  |  |   |
|  | Language courses (basic courses) for visiting scientists and, if desired, for their accompanying partners                                 |  |  |  |   |
|  | Organizing social events within the university as an opportunity to get to know one another and network                                   |  |  |  |   |
|  | Organizing opportunities for visiting scientists to make contact with people outside of the university                                    |  |  |  |   |
| Alumni care  | e-mail newsletter   |  |  |  | Please provide copy/copies  |
|  | Database  |  |  |  |   |
| Farewell   | Final meeting between welcome center and visiting scientists  |  |  |  |   |
| Program evaluation   | Creation of an evaluation survey  |  |  |  |   |
| <b>Services for outgoing staff (both administrative and academic)</b>  |   |  |  |  |   |
| Preparation  | Provision of Internet-based information in both German and English  |  |  |  |   |
| Information and counseling   | Central contact person  |  |  |  |   |
|  | Phone, e-mail, and personal counseling prior to going abroad, information on necessary preparations (finances, visa application, housing) |  |  |  |   |
| Resource administration  | Balancing funds with university budget, submission of financial report  |  |  |  |   |
|  | Project financing (procurement of private resources)  |  |  |  |   |
| <b>Strategic policy</b>  |   |  |  |  |   |
| Advising the top level management  | Writing policy notes on internationalization  |  |  |  | Please provide in English (if not, please translate into English) |
|  | Advising about partnerships   |  |  |  |   |
|  | Advising on funding programs  |  |  |  |   |
|  | Advising on international recruitment   |  |  |  |   |
|  | Advising on English language proficiency  |  |  |  |   |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  | Coordination with institutions and university departments                |  |  |  |   |
| Mission statement  | Internationalization is part of the university's mission statement       |  |  |  | Please provide in English (if not, please translate into English) |
| Management information                                       | Reports and statistics (internal/external)                               |  |  |  | Please provide in English (if not, please translate into English) |
| University partnerships / University department partnerships | Processing of requests for cooperation and formation of new cooperations |  |  |  |   |
|  | Updating bilateral agreements  |  |  |  |   |
|  | Fostering and maintaining cooperation relationships                      |  |  |  |   |
|  | Visits to and by representatives from international universities         |  |  |  |   |

### **International projects**

|           |   |  |  |  |  |
|-----------|---|--|--|--|--|
| Research  | Advising on program possibilities                 |  |  |  | List of applications since 2004                    |
|           | Assisting with the application for these programs |  |  |  | List of programs run by your university since 2004 |
|           | Administrative coordination of these programs     |  |  |  |  |
| Education | Advising on program possibilities                 |  |  |  |  |
|           | Assisting with the application for these programs |  |  |  |  |
|           | Administrative coordination of these programs     |  |  |  |  |

### **Human resources**

|                                |   |  |  |  |  |
|--------------------------------|---|--|--|--|--|
| Recruiting international staff | Recruiting international staff  |  |  |  |  |
| Assisting international staff  | Administrative support (visas, taxes, housing, etc.)  |  |  |  |  |
| Internationalizing the staff   | Introducing requirements (for newly hired staff) to actively participate in a higher profile of university internationalization |  |  |  |  |

## ANNEX 2. INDIVIDUAL WORKPLANS OF UNIVERSITIES

### INDIVIDUAL WORKPLAN FOR IMPLEMENTATION OF GOOD-PRACTICE BY BAKU SLAVIC UNIVERSITY UNDER QATMI PROJECT

**Dates of implementation: July 2010 – April 2011**

\*The present work-plan is based on the analysis of the Site-Visits Report and the Scoring made upon the results of the site visit of October, 2009.

\*\*Weak points outlined for BSU: 1) Low level of language proficiency among staff and students; 2) Student housing is currently occupied by refugees from Nagorno-Karabakh; 3) Lack of experience of practical interaction with European universities; 4) Small amount of outgoing and incoming students; 5)Unclear management system of cooperation agreements

\*\*\*The improvement of weak point (2) «Student housing is currently occupied by refugees from Nagorno-Karabakh» is impossible due to political reasons

| Weak points  | Catego-<br>rization<br>topic | Subject    | Current<br>category   | Target<br>category  | Planned activities  |
|--|------------------------------|------------|---|---|---|
| 1/1. Lack of ex-<br>perience of practi-<br>cal interaction<br>with European<br>Universities;<br>1/2. Small amount<br>of outgoing and<br>incoming students; | International<br>contacts    | University | (3) A few bilat-<br>eral agreements,<br>but only some of<br>them active | (4) Many bi-<br>lateral agree-<br>ments, most of<br>them active | 1. Organizing Extraordinary meeting of the Coordination Council on<br>Internationalization<br>Target: Identifying internationalization process priorities with regard<br>to the needs of educational process of the University; identifying the<br>opportunities provided by the University International agreements in<br>order to make the maximum use out of the practical interaction with the<br>European Universities;<br>Dates: July, 2010 |

|  |          |   |   |  |
|--|----------|---|---|--|
| 1/3. Unclear management system of cooperation agreements |          |   |   | <p><i>Responsible: Vice-Rector for IR, IRO</i></p> <p>2. Concluding new cooperation agreements:<br/>Corvinus University of Budapest (Hungary), Belarus State Linguistic University, Kyiv National Linguistic University, Russia State Humanitarian University;</p> <p><i>Dates: September – November, 2010</i></p> <p><i>Responsible: Vice-Rector for IR, IRO</i></p>  |
|  | Students | (2) Ad-hoc student mobility                                   | (4) – A modest percentage of student mobility is according to bilateral agreements<br>– Approaching balance of incoming/outgoing students | <p>3. Making presentation for the students of BSU «Summer schools 2010» in order to rise their awareness in this field:</p> <ul style="list-style-type: none"> <li>• Summer schools within the University agreements;</li> <li>• International Summer schools on regular basis;</li> </ul> <p>4. Organizing Summer School courses for the students of Region studies faculty and Translation faculty at Partner Universities:</p> <ul style="list-style-type: none"> <li>• information meetings with the students;</li> <li>• group and individual consultation;</li> </ul> <p><i>Dates: July-August, 2010</i></p> <p><i>Responsible: Summer School Director</i></p> |
|  | Staff    | (2) Individual contacts by researchers, lecturers, management | (4) – A large percentage of staff mobility according to bilateral agreements<br>– Approaching balance of incoming/outgoing mobility       | <p>5. Organizing meetings of the representatives of IRO of Nottingham University (UK) and Leeds Metropolitan University (UK) with the students of BSU.</p> <p><i>Dates: September - October, 2010</i></p> <p><i>Responsible: Summer School Director</i></p> <p>6. Organizing training courses for the academic staff at Partner Universities (on the basis of the resolutions made as a result of the Extraordinary meeting of the Coordination Council on Internationalization )</p> <p><i>Dates: September, 2010</i></p>   |
|  |          |   |   |  |

|   |         |   |  |  |   |
|---|---------|---|--|--|---|
|   |         | Participation in international projects/consortia | (2) – Participation in 1 or a few international projects;<br>– No participation in an international consortium | (4) – Participation in 1 or a few international projects;<br>– Grant holder of a few smaller international projects<br><€50.000,00<br>– Participation in one or more international consortia |   |
| 2/1. Low level of language proficiency among staff and students | English | Website/brochures                                 | (2) The most vital information is available in English   | (5) Most information is available in English   | <p>1. General updating of the Information on the University web-site;<br/>Dates: September–October, 2010<br/>Responsible: IRO, IT Department</p> <p>2. Creating a working group within the IRO responsible for the regular updating of the information on the University web-site. Coordination of the activity of the group;<br/>Dates: September, 2010<br/>Responsible: Vice-Rector for IR, IRO</p> <p>3. Updating of the information introduced in the University booklet;<br/>Dates: November, 2010<br/>Responsible: IRO, The Cultural and Educational Centers (hereinafter referred to as Centers): The Russian Cultural-Educational Center of Moscow, The Ukrainian Cultural-Educational Center, Turkish Research Center, Center of the Modern Greek Language and Culture, The Bulgarian Language and Culture Center, The Russian Cultural-Educational Center of Saint Petersburg, Center of the Polish Language and Culture, The Cultural-Educational Center of Germany named after V.Humboldt, Center of the French Language and Culture named after V.Hugo, The Belorussian Language and Culture Center, The Czech Language and Culture Center</p> |

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  | <p>(2) A few staff members command English on a basic level</p> <p>(3) Some of the academic staff command English on an Advanced level (excluding staff working in the field of the English language)</p> <p>(4) Half student population command English on basic level</p> <p>(5) There is a large IO, focusing not only on student/stuff mobility, but on more strategic tasks as well</p> | <p>(3) Some of the academic staff command English on an Advanced level (excluding staff working in the field of the English language)</p> <p>(4) Half student population command English on basic level</p> <p>(5) There is a large IO, focusing not only on student/stuff mobility, but on more strategic tasks as well</p> | <p>4. Preparing and publishing of the folders of each Cultural and Educational Center, ISO and the booklet of the IRO. Prepare an information package including all the above mentioned materials.<br/>Dates: December, 2010<br/>Responsible: IRO, Directors of the Centers</p> <p>5. Organizing English language courses for the staff of IRO, ISO and Cultural-Educational Centers;<br/>Dates: January, 2011<br/>Responsible: Khalida Isazada – Head of Department of History and Grammar of English Language</p> <p>6. Introduction of an obligatory English proficiency test for the academic and administrative staff required to be taken in order to get promotion;<br/>Dates: January, 2011<br/>Responsible: Department of History and Grammar of English Language</p> <p>8. Organizing conversation clubs with the native speakers<br/>Dates: September, 2010 - April, 2011<br/>Responsible: Department of History and Grammar of English Language, European Languages Department;</p> <p>9. Introduction of an obligatory English proficiency test for the last year students to be done before the last exam session.<br/>Dates: February, 2011<br/>Responsible: European Languages Department;</p> <p>10. Preparing modules for Journalism Faculty within the joint project BBC-European Council-BSU<br/>Dates: January-April, 2011<br/>Responsible: Journalism Department</p> <p>1. Stimulating international activities on the faculty level:</p> <ul style="list-style-type: none"> <li>Assigning internationalization responsibilities to the administrative staff members of the faculties (1 responsible at each faculty);</li> <li>To carry out internationalization self-assessment on faculty level using the experience of QATMI self-assessment survey;</li> </ul> <p>Dates: January – March, 2011<br/>Responsible: Shigayeva Sofiya -TEMPUS QATMI project coordinator at BSU; faculties</p> <ul style="list-style-type: none"> <li>Organize the discussion meeting upon the results of the faculties self-assessment survey</li> </ul> <p>Dates: April, 2011</p> | <p>(3) Some of the academic staff command English on an Advanced level (excluding staff working in the field of the English language)</p> <p>(4) Half student population command English on basic level</p> <p>(5) There is a large IO, focusing not only on student/stuff mobility, but on more strategic tasks as well</p> | <p>Proficiency of staff</p> <p>Proficiency of students</p> <p>Curriculum taught in English</p> <p>IO</p> | <p>*Strong point</p> <p>Infrastructure</p> |
|--|--|--|--|--|--|--|--|--|



|  |  |                  |  |   |  |
|--|--|------------------|--|---|--|
|  |  | Advising<br>role | (3) In some cases<br>decision makers<br>make their deci-<br>sions based on<br>the advices by<br>the IO | (5) In most cas-<br>es the University<br>decision makers<br>are advised by<br>qualified ex-<br>perts on inter-<br>nationalization |  |
|--|--|------------------|--|---|--|

**WORKPLAN**  
for the implementation of Good Practices  
into the process of internationalization

**MATRIX**

| <b>No.:</b> | <b>Components</b>   | <b>Weak points</b>   | <b>Strategy</b>   |
|-------------|---|--|---|
|             | <p><b>Strategic policy</b> is discussed and developed at the top management meeting with participation of the representatives of relevant units responsible for internationalization. Internationalization is considered to be a part of the University mission.</p> <p><b>System of management</b></p> <p>1) Central level: IRO, 18 employees, 3 divisions, Reported to the First vice-rector;</p> <p>2) De-central level – 20 faculties and institutes, each has a deputy dean responsible for INTRN;</p> <p>3) Units and public bodies: Council of Young Scientists; League of Nations (international student association); Student Council.</p> | <ul style="list-style-type: none"> <li>- no specific and clearly defined objectives of internationalization;</li> <li>- no clearly defined indicators to measure the process of internationalization</li> </ul>  | <ul style="list-style-type: none"> <li>- setting in clearly defined objectives;</li> <li>- setting in clearly defined measuring indicators.</li> </ul>  |
|             | <p><b>Financial resources</b> allocated to the IRO staff costs, international research activity, business trips abroad, developing infrastructure are comprised of the funding from the following sources:</p> <ul style="list-style-type: none"> <li>- state budget;</li> <li>- commercial activities (R&amp;D products, educational services, others);</li> <li>- external resources (international contracts, projects, technical assistance, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>- those who are responsible for INTRN at structural units have unofficial status;</li> <li>- no financial incentives and lack of motivation among faculty to internationalize;</li> <li>- lack of communication among those who are involved in internationalization</li> </ul> | <ul style="list-style-type: none"> <li>- networking through the Conference of staff members responsible for INTRN held twice a year under supervision of IRO;</li> <li>- developing system of incentives for faculty to internationalize.</li> </ul>  |
|             |   | <ul style="list-style-type: none"> <li>- lack of resources;</li> <li>- ad hoc funding practice</li> </ul>  | <ul style="list-style-type: none"> <li>- raising external funding by means of participating in international projects and developing export potential;</li> <li>- creation of specific unit to deal with international projects in order to inform and encourage units to take part in projects, assist and coordinate their work.</li> </ul> |

|  |   |   |  |
|--|---|---|--|
| <b>Professional skills</b><br>1) English language<br>- 30% of academic and administrative staff have medium level of English<br>- 17% of academic and administrative staff have Upper medium level of English<br>2) Intercultural communication skills | <b>Procedures and regulations</b> have different origins (for example: State Law, Governmental and Ministerial orders, University statute, Resolutions of the University Council, Rector's Decisions, Regulation on International Activity, Instructions for different processes of international activities (business trips abroad, receiving foreign guests, admitting international students etc.)<br><b>Scope of Internationalization material</b><br>1) <b>International contacts and networks</b> (223 bilateral agreements in the sphere of education; more than 200 international contracts; over 400 incoming international visitors per year; more than 1000 business trips abroad, membership in 10 networks and university associations, etc.)<br>2) <b>International students</b> (a huge number of international students – over 1800 from more than 50 countries of the world);<br>3) <b>Realization of international projects</b> (more than 40 projects are carried out by the BSU staff members annually) | - insufficient level of English skill especially among lower administrative personnel (dormitories)<br>- campus is not internationalized enough;<br>- insufficient level of understanding of the importance of intercultural communication among faculty and administrative staff<br><br>- overload of regulations which sometime contradictable to each other;<br>- lack of correspondence with the real working practices in some spheres | - designing year-round training workshops for faculty and administrative staff on management of international activity;<br>- working out year-round English language trainings for practical usage in management of university international activity<br><br>Drawing up and implementing the University Standards Documentation on Internationalization which will combine the existing regulations and will be in correspondence with the working practice. |
|  | 1) Contacts<br>- non-institutional contacts are not registered;<br>- no sharing contacts among the university members<br>2) International students<br>- individual and mere incidental work on promoting and marketing<br>- insufficient level of work with international students among faculty members and campus staff;<br>3) Realization of international projects<br>- mixing different type of international projects between deferent units<br>- low awareness among faculty and staff about the opportunities of participating in international projects<br>- complicated administrative procedures of registering and running international projects   | - non-institutional contacts are not registered;<br>- no sharing contacts among the university members<br>- individual and mere incidental work on promoting and marketing<br>- insufficient level of work with international students among faculty members and campus staff;<br>- realization of international projects in order to inform and encourage units to take part in projects, assist and coordinate their work.                | - networking through the IT data base to share contacts, to raise awareness of bilateral agreements potential and project opportunities;<br>- design, approve and implement into the work the Plan of teaching and social activities for international students;<br>- creation of specific unit to deal with international projects in order to inform and encourage units to take part in projects, assist and coordinate their work.                       |

# TIMETABLE

| No.: | Objectives   | Activities   | Month the activity begins  |                           |
|------|--|--|----------------------------|---------------------------|
|      |  |  | Second year of the project | Third year of the project |
| 1.   | Defining Strategic policy                                    | To set objectives and measuring indicators within the University Standard Documentation  | M7                         |                           |
| 2.   | Improving management system / Work on international projects | To prepare proposal to the BSU top management on organizing the annual conference of the staff members responsible for internationalization                          | M9                         |                           |
| 3.   |  | To approve and to start networking through the conference of the staff members responsible for internationalization  |                            | M1                        |
| 4.   | Raising external funding                                     | To create a unit within the IRO structure dealing with international projects and programs   | M7                         |                           |
| 5.   |  | To start informational support of the university project activities (web site, workshop, e-mailing relevant information)   | M8                         |                           |
| 6.   | Raising professional and language skills                     | To propose training workshops for faculty and administrative staff on management of international activity   | M11                        |                           |
| 7.   |  | To define possible international partners available for cooperation in the sphere of organizing English language training for staff involved in internationalization |                            | M2                        |
| 8.   | Raising staff motivation                                     | To draw up and ratify by the top management the Regulations on international activity stimulation of faculty and administrative staff                                | M12                        |                           |
| 9.   | Developing procedures and regulations                        | To design and approve the University Standard Documentation on Internationalization  | M10                        |                           |
| 10.  | Managing International contacts                              | To design the IT data base «International activity»  |                            | M5                        |
| 11.  | Recruiting and teaching international students               | To design, approve and implement into the work the Plan of teaching and social activities for international students   | M9                         |                           |

# INDIVIDUAL WORKPLAN FOR IMPLEMENTATION OF GOOD-PRACTICE BY BELGOROD STATE UNIVERSITY UNDER QATMI PROJECT

Dates of implementation: July 2010–April 2011

The following workplan is based on the analysis of the Final Site- Visits Report and Best Practices gained during workshops at EU-universities in May-June 2010.

**BelSU Program of International Cooperation till 2015** was also taken into account to identify certain steps to achieve the desired level of internationalization. According to the Program the university's international activity is focused on addressing pivotal goals in four major areas: 1) cooperation in research field; 2) students' mobility and academic exchange; 3) extending international contacts for export of educational services; 4) increase of the efficiency of international activity.

| Topic                  | Subject  | Current category   | Target category   | Planned activities   | Deliverables scheduled   | Departments in charge   |
|------------------------|----------|--|---|--|--|---|
| International contacts | Staff    | (3) Part of staff mobility according to bilateral agreements | (4) - A large percentage of staff mobility according to bilateral agreements<br>- Approaching balance of in/outgoing mobility                       | 1. Concluding new bilateral agreements in research and education area<br>2. Development/implementation of joint/double degrees with partner universities | September 2010 – April 2011<br><br>September 2010 – April 2011 | Faculties, International Office, Rector's Office, Research and Innovations Department |
|                        | Students | (2) Ad-hoc student mobility                                  | (4) - A large percentage of student mobility (exchange) is according to bilateral agreements<br>- Approaching balance of incoming/outgoing students | 3. Hosting newly recruited international research and academic staff   | September 2010 – April 2011                                    |   |

|  |  |   |  |                |  |
|--|--|---|--|----------------|--|
| University   | (3) A few bilateral agreements, but only some of them active   | (4) Many bilateral agreements, most of them active  | 4. Adoption of the university's policy for students exchange to ensure conditions for recognition of periods of study abroad                             | December 2010  | Faculties, International Office, Rector's Office, IT Department, |
| Participation in international projects/ consortia | (2) - Participation in 1 or a few international projects;<br>- No participation in an international consortium                     | (3) - Participation in 1 or a few international projects;<br>- Grant holder of a few smaller international projects <€50,000,00<br>- Participation in one or more international consortia |  | February 2011  |  |
|  |  |   |  | March 2011     |  |
| Website/ brochures                                 | (2) The most vital information is available in English   | (4) Half of the information is available in English   | 1. Production of printed materials in English by university's faculties  | September 2010 |  |
| Proficiency of staff                               | (3) Some of the academic staff command English on an Advanced level (excluding staff working in the field of the English language) | (4) - Some of the academic staff command English on a Advanced level, some on proficient level<br>- Some of the administrative staff commands English on Advances level                   | 2. Posting half of the general information on the university's website in English  | October 2010   |  |
| Proficiency of students                            | (2) A small percentage of students command English on a basic level  | (3) Some of the students command English on an Advanced level   | 3. Introduction of a test for a minimum English level to be taken by teaching staff who are re-elected for the next period of teaching at the university | November 2010  |  |
|  |  |   | 4. Arrangement of English language courses for administrative and teaching staff   | October 2010   |  |
|  |  |   | 5. Hosting native English language teachers to provide intensive courses for students leading to international language certificates                     | April 2011     |  |
| English  |  |   |  |                |  |

|                              |   |  |   |                             |   |
|------------------------------|---|--|---|-----------------------------|---|
| Infrastructure               |   |  |   |                             |   |
| Curriculum taught in English | (2) Few courses are taught in English   | (3) >5% of the courses are taught in English   | <p>6. Providing incentives for university's scholars to publish articles in English in international journals</p> <p>1. Establishing new overseas centres to enhance recruitment of international students</p> <p>2. Introduction of the position of Vice-Rector for International Relations at the top management level</p> <p>3. Creation of a long-standing network of universities through the existing international consortia</p> <p>4. Taking measures to increase the status of tutors working with international students at the university</p> <p>5. Introduction of the Educational Standards of the 3rd generation as a legal basis for credit transfer system at the university</p> <p>6. Improvement of the university's marketing policy to promote the university on the Internet and international educational fairs</p> | September 2010              | <p>Faculties, International Office, Rector's Office, IT Department, Finance Department, Curriculum Department</p> |
| International Office         | (5) There is a large IO, focusing not only on student/staff mobility, but on more strategic tasks as well | (6) Internationalization is supported in a broad range of activities, over-spanning a single IO, also including financial departments, policy/strategic departments etc. |   | September 2010              |   |
| Recruitment, Admission       | (5) Good level of organization  | (6) Fully professionalized service   |   | September 2010              |   |
| Inc. student mobility        | (4) Moderate organization   | (5) Good level of organization   |   | September 2010 – April 2011 |   |
| Outg. student mobility       | (5) Good level of organization  | -  |   | February 2011               |   |
| Inc. staff mobility          | (5) Good level of organization  | -  |   | September 2010              |   |
| Outg. staff mobility         | (4) Moderate organization   | (5) Good level of organization   |   | September 2010 – April 2011 |   |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| Budget internationalization (excluding staff costs) | (4) - Internationalization budget enables the international activities as planned<br>- Moderate extra means are received from international projects | -  | 7. Creation a new information resource for outgoing staff at the university's website<br><br>8. Assigning additional responsibilities related to internationalization to the staff at the university's faculties/departments<br><br>9. Development of mechanisms to ensure financing of internationalization from various sources   | March 2011<br><br>February 2011<br><br>September 2010 – April 2011  |   |
| Policy notes  | (4) A large part of the policy is planned for  | (5) - Internationalization policy is partly designed at the highest management level of the university<br>- Only in a few cases the internationalization policy is being evaluated | 1. Improvement of monitoring of internationalization potential at the university's faculties/departments<br><br>2. International accreditation of educational programs in priority fields<br><br>3. Participation of the university in national and international ratings<br><br>4. Involvement of existing partners into evaluation of the university's internationalization policy<br><br>5. Advanced training of university's staff in the field of internationalization | December 2011<br><br>September 2010 – April 2011<br><br>September 2010 – April 2011<br><br>September 2010 – April 2011<br><br>September 2010 – April 2011 | International Office, Rector's Office, Quality Assurance Department |
| Advice  | (4) A few staff members are occupied with designing internationalization policy  | (5) In most cases the university decision makers are advised by qualified experts on internationalization  |   |   |   |
| Internationalization policy                         |  |  |   |   |   |

**TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV**  
**INDIVIDUAL WORKPLAN FOR INTERNATIONAL ACTIVITIES ELABORATED**  
**WITHIN TEMPUS-QATMI PROJECT**

June 2010 – July 2011

**QATMI Scoring**

| <b>Topic</b>                | <b>Subject</b>              | <b>Subject Numeration</b> | <b>Score (after 1<sup>st</sup> site visit)</b> | <b>Targeted Score</b> |
|-----------------------------|-----------------------------|---------------------------|--|-----------------------|
| International Contact       | Staff                       | 11                        | 3  | 4                     |
|                             | Students                    | 12                        | 3  | 4                     |
|                             | University                  | 13                        | 4  | 5                     |
|                             | Projects                    | 14                        | 4  | 5                     |
| English                     | Website                     | 21                        | 3  | 4                     |
|                             | Staff                       | 22                        | 3  | 3/4                   |
|                             | Students                    | 23                        | 4  | 5                     |
|                             | Curriculum                  | 24                        | 2  | 3                     |
| Infrastructure              | International Office        | 31                        | 3  | 5                     |
|                             | Recruitment, Admission      | 32                        | 3  | 4                     |
|                             | Incoming Student Mobility   | 33                        | 3  | 4                     |
|                             | Outgoing Student Mobility   | 34                        | 3  | 4                     |
|                             | Incoming Staff Mobility     | 35                        | 3  | 4                     |
|                             | Outgoing Staff Mobility     | 36                        | 3  | 4                     |
|                             | Budget Internationalization | 37                        | 2  | 4/5                   |
|                             | Policy Notes                | 41                        | 5  | 6                     |
| Internationalization Policy | Advice                      | 42                        | 4  | 5/6                   |

| <b>Best practice</b>                                      | <b>TSNUK activities</b>  | <b>Terms of realization</b> | <b>Units in charge</b>  | <b>Subject targeted</b> |
|---|--|-----------------------------|---|-------------------------|
| Strategic planning and management of internationalization | to elaborate analytical report for the TSNUK top-management on further directions of internationalization strategy   | June 2010                   | Institute of International Relations, Department for International Scientific and Technical Cooperation and Innovation Technology | 42                      |
|   | to elaborate Regulation on effectiveness and quality of activity of departments, staff, faculties and institutes, that considers experimental evaluation criteria (including indicators of international activity) | June 2010                   | Pro-Rector (Science & Educational work), Scientific and Methodological Center   | 41                      |
|   | to evaluate activity of staff, departments, faculties and institutes using the experimental evaluation criteria  | January 2011                | Pro-Rector (Science & Educational work), Scientific and Methodological Center, Faculties  | 42                      |
|   | to carry out additional in-house conference on QATMI-TEMPUS Project  | December 2010               | Institute of International Relations  | 42                      |
|   | to systematize information about agreements signed by Faculties  | November 2010               | International Relations Department  | 42                      |
|   | to apply for TEMPUS projects with foreign universities   | June 2010                   | Department for International Scientific and Technical Cooperation and Innovation Technology                                       | 14, 37                  |
|   | to increase number of agreements signed between TSNUK and foreign universities   | June 2010 – July 2011       | Department for International Scientific and Technical Cooperation and Innovation Technology, International Relations Department   | 13                      |
|   | to sign an agreement with D. Serikbayev East Kazakhstan state technical university   | September 2010              | Department for International Scientific and Technical Cooperation and Innovation Technology, International Relations Department   | 13                      |

|  |  |                            |   |        |
|--|--|----------------------------|---|--------|
| Internationalization of education: Language capacity of the staff and students | to organize meetings with the representatives of FP7 Information Center  | June 2010 – January 2011   | Department for International Scientific and Technical Cooperation and Innovation Technology                                     | 14     |
|  | to prepare projects for the programs financed by the EU and other donors   | September 2010 – July 2011 | Department for International Scientific and Technical Cooperation and Innovation Technology, International Relations Department | 14, 37 |
|  | to establish Language Center for students within Institute of Philology  | September 2010             | Institute of Philology  | 23     |
|  | to establish Confucius Institute jointly with the Embassy of PRC   | December 2010              | Pro-Rector (International Relations)  | 23     |
|  | to analyze the first stage of implementing the new Concept of teaching foreign languages in TSNUK, to adopt changes if necessary | November 2010              | Pro-Rector (Science & Educational work), Institute of Philology, Scientific and Methodological Center                           | 42, 23 |
|  | to elaborate normative base for teaching foreign languages according to the proposals of Faculties                               | June 2010                  | Department for Legal and Staff work, Scientific and Methodological Center   | 41, 23 |
|  | to adjust language teaching in the rest of the Faculties to the new Concept of teaching foreign languages in TSNUK               | permanently                | Pro-Rector (Science & Educational work), Institute of Philology, other Faculties, Scientific and Methodological Center          | 23     |
|  | to elaborate recommendations for optimal use of technical capacities for foreign language teaching                               | January 2011               | Institute of Philology, Scientific and Methodological Center  | 41, 23 |
|  | to elaborate methodological recommendations for use of communicative methods in foreign language teaching                        | March 2011                 | Pro-Rector (Science & Educational work), Institute of Philology, Scientific and Methodological Center                           | 41, 23 |
|  | to launch English-taught Master program «Economy of the European Integration»  | September 2010 – June 2011 | Institute of International Relations  | 24     |
|  | to launch new English-taught elective courses and teaching specific topics of obligatory courses in English                      | February 2010 – June 2011  | Faculty of Law  | 24     |
|  | to launch new English-taught courses on ad-hoc basis   | September 2010 – June 2011 | Faculties   | 24     |

|   |  |                            |   |                            |
|---|--|----------------------------|---|----------------------------|
| Internationalization of education:<br>Academic mobility and enrolment of foreign students | to envisage changes in requirements for master theses that require abstract in English and recommend use of foreign sources of information | December 2010              | Scientific and Methodological Center  | 24                         |
|   | to collect information about books in foreign languages to be purchased for teaching students  | November 2010 – March 2011 | Library   | 24                         |
|   | to apply for Jean Monnet Program support for English-taught Master program «Economy of the European Integration»                           | December 2010              | Institute of International Relations  | 24, 37                     |
|   | to make proposals about joint master courses with foreign partner universities   | June 2010                  | Department of International Relations   | 12, 33, 34, 42             |
|   | to carry out preparatory work to launch Joint Master Program «Democracy and Human Rights in non-EU countries»                              | June 2011                  | Faculty of Law  | 12, 13, 33, 34             |
|   | to apply for a joint project with Bodo University College on staff and student mobility  | September 2010             | Department for International Scientific and Technical Cooperation and Innovation Technology | 11, 12, 13, 33, 34, 35, 36 |
|   | to submit a proposal for establishing partnership relations with College of Europe in Brugge   | October 2010               | Institute of International Relations  | 13                         |
|   | to organize internship of students in Facebook   | September 2010-July 2011   | Department for International Scientific and Technical Cooperation and Innovation Technology | 12                         |
|   | to elaborate new Rules of enrolment for foreign citizens in TSNUK  | November 2010              | Pro-Rector (International Relations)  | 32, 41                     |
|   | to launch master classes by foreign researchers, politicians and representatives of international organizations in IIR                     | September 2010 – June 2011 | Institute of International Relations  | 11, 35                     |
|   | to elaborate new Rules for business trips abroad   | September 2010             | International Relations Department  | 11, 36, 41                 |

|   |   |                        |   |                |
|---|---|------------------------|---|----------------|
| Internationalization of education: Summer Schools | to provide capacities for Summer School on European Integration involving domestic and foreign lecturers, organized by Ukrainian Association of International Economics | July 2010              | Institute of International Relations  | 11, 35         |
|   | to provide capacities for International Summer School on European Integration, organized by Ukrainian Association of International Economics                            | July 2011              | Institute of International Relations  | 11, 12, 35     |
|   | to organize Summer School on Ukrainian Studies for foreigners   | July 2010, July 2011   | Institute of Philology  | 12, 33         |
|   | to organize International Joint Summer School on Law with Vilnius University  | July 2010, Summer 2011 | Faculty of Law  | 12, 13, 34     |
|   | to create database for research activity of staff for dissemination of information about international projects   | October-November 2010  | Pro-Rector (Scientific work)  | 13, 14, 31, 37 |
| Internationalization of research activities       | to launch information system about upcoming scientific conferences  | March 2011             | Department for International Scientific and Technical Cooperation and Innovation Technology   | 11, 31,        |
|   | to sign the agreement with Krakow University of Technology on PhD students exchange   | June 2010              | Department for International Scientific and Technical Cooperation and Innovation, International Relations Department, Faculty of Physics Technology | 12, 13, 33, 34 |
|   | to launch joint PhD study with University of Paris 12   | October 2010           | Department for International Scientific and Technical Cooperation and Innovation, International Relations Department, Faculty of Cybernetics        | 12, 13, 33, 34 |
|   | to elaborate Plan of organizing international conferences in TSNUK for 2010-2011  | September 2010         | Pro-Rector (Scientific work)  | 11, 35         |
|   | to organize subscription to electronic database of research papers and articles   | January 2011           | Library   | 22, 37         |

|   |  |                            |  |        |
|---|--|----------------------------|--|--------|
|   | to establish mechanism of publishing research works of TSNUK staff in Wiley publishing company                                     | July 2010                  | Department for International Scientific and Technical Cooperation and Innovation, International Relations Department,                | 11, 31 |
|   | to launch joint publications with foreign universities   | September 2010 – June 2011 | Pro-Rector (Scientific work), Department for International Scientific and Technical Cooperation and Innovation Technology, Faculties | 11     |
|   | to create consulting office for professional translation of research papers for the University staff                               | November 2010              | Pro-Rector (Scientific work), Department for International Scientific and Technical Cooperation and Innovation, Language Center      | 22     |
|   | to carry out comparative analysis of publications abroad considering specific Faculties, to show the ranking on the TSNUK web site | March 2011                 | Pro-Rector (Scientific work)   | 11, 42 |
| Membership in international organizations | to apply to join the <i>European University Association</i>  | September 2010             | Pro-Rector (International Relations)   | 13     |
|   | to apply to join the <i>Magna Charta of the European Universities</i>  | September 2010             | Pro-Rector (International Relations)   | 13     |
| Technical Infrastructure                  | to improve access to the Internet in hostel rooms of foreigners  | June 2011                  | Pro-Rector (Administrative & Maintenance work)   | 33     |
|   | reconstruction of international youth center «Planet» the hostel   | 2011-2012                  | contractor to be selected under tender procedure   | 33     |
|   | to equip a room for virtual conferences jointly with the NATO Information and Documentation Center                                 | February 2011              | Institute of International Relations   | 11     |

|                                  |   |                |   |            |
|----------------------------------|---|----------------|---|------------|
| Information and Public Relations | to launch the web site of International Relations Department of TSNUK   | December 2010  | International Relations Department  | 21, 31     |
|                                  | to launch the web site Department for International Scientific and Technical Cooperation and Innovation Technology of TSNUK | April 2011     | Department for International Scientific and Technical Cooperation and Innovation Technology   | 21, 31     |
|                                  | to improve the English version of the web site of TSNUK   | December 2010  | International Relations Department  | 21         |
|                                  | to launch the English version of web site of IIR  | June 2010      | Institute of International Relations  | 21         |
|                                  | to create database for international research and educational projects of Faculties   | November 2010  | Pro-Rector (International Relations), Pro-Rector (Scientific work), Department for International Scientific and Technical Cooperation and Innovation Technology, International Relations Department | 31         |
|                                  | to publish a brochure about Institute of International Relations of TSNUK in English  | September 2010 | Institute of International Relations  | 33         |
|                                  | to submit list of programs and courses (in 3 languages) to Scientific and Methodological Center for the web site of TSNUK   | June 2010      | Pro-Rector (Science & Educational work)   | 21, 31, 33 |
|                                  | to prepare report and proposals about European Documentation Center in IIR  | May 2011       | Institute of International Relations  | 42         |
| Intercultural Aspects            | to provide facilities for Competition «Rainbow of countries» for IIR Students to celebrate the International Tolerance Day  | November 2010  | Institute of International Relations  | 12, 33     |

The workplan was coordinated with Institute of International Relations (O. Shnyrkov), International Relations Department (O.Ivanov), Department for International Scientific and Technical Cooperation and Innovation Technology (V.Zaslavsky).

## INDIVIDUAL WORKPLAN FOR IMPLEMENTATION OF GOOD PRACTICES UNDER THE PROJECT IN VOLGOGRAD STATE UNIVERSITY

(01.09.2010 - 31.12.2011)  
Volgograd, 2010

The plan is worked out on the basis of the Final Site-Visits Report analysis and best practices shared with PC partners by EU-universities during workshops held in May –June 2010, in accordance with the requirements of ISO 9001:2008 implemented in 2009, and VolSU documents on Internationalization such as Conception of External Relations Development and Programme of Internationalization for the period 2010-2012 approved in the beginning of 2010.

| Topic                 | Subject    | Score (according to site visit categorization) | Targeted Score | Planned activities  | Period                    | Units in Charge                                |
|-----------------------|------------|--|----------------|---|---------------------------|--|
| International Contact | Staff      | 2  | 4              | 1. Holding training seminars based on European workshops experience for university staff<br><br>2. Implementing new procedure of signing bilateral agreements in research and education area as per ISO 9001:2008 requirements involving more people to cooperation | October 2010              | International Office                           |
|                       | Students   | 2  | 4              |   |                           |  |
|                       | University | 3  | 4              |   |                           |  |
|                       |            |  |                |   | June 2010 - December 2011 | Quality Assurance Center, International Office |

|         |            |   |   |   |   |  |
|---------|------------|---|---|---|---|--|
|         | Projects   | 2 | 3 | 3.Development/implementation of joint/ double degrees with partner universities<br><br>4.Implementing procedure for students exchange to ensure conditions for recognition of periods of study both abroad and within the country as per ISO 9001:2008 requirements<br>5.Appointing faculty/university coordinators for international cooperation programmes<br>6. Submitting new applications for new international projects<br><br>7.Holding extracurricular activities aimed at internationalization of Russian students and socializing international ones (project «The World without Borders» (September 2010), Festivals of National Languages and Cultures) | September 2010 – December 2011<br><br>September 2010 – December 2011<br>Every September<br>All year round | Educational Department, International Office<br>Quality Assurance Center, Educational Department<br>International Office<br>Rector’s Office, International Office<br><br>Research and Innovation Department, International Office, Faculties/ Institutes<br>International Office, Students’ Affairs department |
| English | Website    | 2 | 3 | 1.Production of printed materials in English by university’s faculties and Institutes. Updating information.<br><br>2.Organizing English language classes for staff (free of charge) and for students<br>3. Introducing new courses in English for international students   | Regularly<br><br>September 2010<br>September 2010 – December 2011   | Department of IT and Telecommunications,<br>International Office,<br>Deans<br>LLL Institute, International Office  |
|         | Staff      | 3 | 4 |   |   |  |
|         | Students   | 2 | 4 |   |   |  |
|         | Curriculum | 2 | 3 |   |   |  |

|                |                             |   |   |   |   |   |
|----------------|-----------------------------|---|---|---|---|---|
|                |                             |   |   | 4. Issuing joint text books and collections of articles in foreign languages  | September 2010 – December 2011  | LLL Institute, International Office, Coordinators, professors involved in teaching International Office, Coordinators |
| Infrastructure | International Office        | 3 | 5 | 1. Introduction of the Educational Standards of the 3rd generation as a legal basis for credit transfer system at the university<br>2. Changing the status of the International Office. Eliminating the position of Vice-Rector for External Relations.<br>3. Establishing a center to teach Russian language and enhance recruitment of international students<br>4. Creation of a long-standing network of universities through the existing international consortia<br>5. Improvement of living conditions in the dormitory (Wi-Fi installation)<br>6. Modernizing application procedure for international students (on-line application)<br>7. Establishing Russian language summer schools | September 2010  | Educational Department  |
|                | Recruitment, Admission      | 2 | 5 |   | December 2010   | University Academic Board, Rector's Office  |
|                | Incoming Student Mobility   | 3 | 5 |   | September 2010  | Rector's office, International Office, Slavonic Languages and Cultures Center   |
|                | Outgoing Student Mobility   | 2 | 5 |   | September 2010  | International Office, Slavonic Languages and Cultures Center  |
|                | Incoming Staff Mobility     | 3 | 5 |   | October 2011  | International Office  |
|                | Outgoing Staff Mobility     | 3 | 5 |   | September 2011  | Department of IT and Telecommunications, International Office   |
|                | Budget Internationalization | 2 | 4 |   | September 2010<br>August - September 2010,<br>June-July 2011, August - September 2011 | International Office, Slavonic Languages and Cultures Center  |

|                             |              |   |   |   |              |   |
|-----------------------------|--------------|---|---|---|--------------|---|
| Internationalization Policy | Policy Notes | 2 | 4 | 1.Reporting to VolSU top-management on the workshops and good practices of European universities<br>2.Improvement of monitoring of internationalization potential at the university's faculties/ departments<br>3.Pointing out key educational programmes at VolSU and preparing them for international accreditation<br>4.Modernizing the form of Language and culture Centers, making them a part of International Office | June 2010    | International Office, Participants of the workshops   |
|                             | Advice       | 2 | 4 |   | October 2011 |   |
|                             |              |   |   |   | June 2011    | University Academic Board, Rector's Office, International Office, Quality Assurance Center, Deans |
|                             |              |   |   |   | May 2011     |   |

Within the work plan the following major fields have been distinguished: 1) Education; 2) Research; 3) Academic Mobility; 4) Export of educational services; 5) Extra-curricular activities 6) International activities informational and financial support which include

# THE FOLLOWING INDEXIS TO MOVE UP FROM THE CURRENT CATEGORY

## 1. EDUCATIONAL ACTIVITIES

### 1.1. Implementing ECTS points into University Educational programmes (% of total number of specialities)

| Faculty/Institute   |          | 2009 | 2010 | 2011 | 2012 |
|---|----------|------|------|------|------|
| World Economy and Finances  | Bachelor | 0    | 25   | 50   | 75   |
|   | Master   | 0    | 0    | 100  | 100  |
|   | Bachelor | 0    | 0    | 100  | 100  |
| Law   | Master   | 0    | 0    | 100  | 100  |
|   |          |      |      |      |      |
|   |          |      |      |      |      |
| Philosophy, History, International Relations, and Social Technologies | Bachelor | 0    | 25   | 50   | 100  |
|   | Master   | 0    | 20   | 60   | 100  |
|   | Bachelor | 0    | 25   | 50   | 75   |
| Mathematics and IT  | Master   | 0    | 30   | 60   | 100  |
|   |          |      |      |      |      |
|   |          |      |      |      |      |
| Physics and Telecommunications  | Bachelor | 0    | 25   | 50   | 75   |
|   | Master   | 0    | 25   | 50   | 100  |
|   | Bachelor | 0    | 25   | 50   | 75   |
| Management and Regional Economy                                       | Master   | 0    | 50   | 100  | 100  |
|   |          |      |      |      |      |
|   |          |      |      |      |      |
| Philology and Cross-cultural Communication                            | Bachelor | 0    | 25   | 50   | 75   |
|   | Master   | 0    | 30   | 70   | 100  |
|   |          |      |      |      |      |

Persons responsible for implementation: Head of Educational Department, Deans.

*1.2. Awarding Diplomas of translators in the field of professional communication to both Russian and foreign students upon completing the correspondent educational programme (number)*

| 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|
| 65   | 75   | 90   | 100  |

Persons responsible for achievement of this index: Head of LLL Center, Head of International Office.

*1.3. Double/Joint degree programmes per faculty*

| Faculty/Institute   | 2009 | 2010 | 2011 | 2012 |
|---|------|------|------|------|
| Philosophy, History, International Relations, and Social Technologies | 0    | 0    | 1    | 2    |
| Mathematics and IT  | 1    | 1    | 2    | 2    |
| Law   | 0    | 0    | 0    | 0    |
| Physics and Telecommunications  | 0    | 0    | 1    | 1    |
| Management and Regional Economy                                       | 0    | 1    | 1    | 2    |
| World Economy and Finances  | 0    | 0    | 1    | 2    |
| Philology and Cross-cultural Communication                            | 0    | 0    | 1    | 1    |
| LLL Center  | 1    | 1    | 1    | 1    |
| <b>Total:</b>   | 2    | 3    | 8    | 11   |

Persons responsible for Double/Joint degrees programmes: Heads of International Office, Educational Department, LLL Center, and deans.

#### 1.4. Foreign professors teaching at VolSU (persons per year)

| <b>Faculty/Institute</b>  | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|---|-------------|-------------|-------------|-------------|
| World Economy and Finances  | 1           | 2           | 3           | 5           |
| Law   | 0           | 1           | 2           | 2           |
| Philosophy, History, International Relations, and Social Technologies | 1           | 3           | 3           | 5           |
| Mathematics and IT  | 0           | 1           | 2           | 2           |
| Physics and Telecommunications  | 4           | 2           | 3           | 3           |
| Management and Regional Economy                                       | 1           | 2           | 2           | 3           |
| Philology and Cross-cultural Communication                            | 5           | 2           | 3           | 4           |
| <b>Total:</b>   | 12          | 13          | 18          | 24          |

Persons responsible for working with foreign professors: heads of chairs, deans, head of International Office.

#### 1.5. Foreign (English) language proficiency of VolSU professors (%)

Faculty of Philology and Cross-cultural Communication is excluded from the list as the percentage of foreign languages proficiency close to 98 %

| <b>Faculty/Institute</b>  | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| World Economy and Finances  | 17          | 20          | 28          | 37          | 45          |
| Law   | 13          | 18          | 25          | 30          | 37          |
| Philosophy, History, International Relations, and Social Technologies | 24          | 27          | 33          | 40          | 45          |
| Mathematics and IT  | 27          | 30          | 35          | 40          | 45          |
| Physics and Telecommunications  | 34          | 35          | 40          | 45          | 50          |
| Management and Regional Economy                                       | 19          | 23          | 30          | 35          | 40          |

Persons responsible for increasing of English language proficiency: deans, heads of chairs, head of LLL Institute.

### 1.6. Language trainings for VolSU professors in LLL Institute

| <b>Faculty/Institute</b>  | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| World Economy and Finances  | 0           | 2           | 5           | 7           | 5           |
| Law   | 0           | 0           | 5           | 7           | 5           |
| Philosophy, History, International Relations, and Social Technologies | 0           | 1           | 5           | 7           | 5           |
| Mathematics and IT  | 0           | 0           | 5           | 7           | 5           |
| Philology and Cross-cultural Communication                            | 0           | 0           | 5           | 7           | 5           |
| Physics and Telecommunications  | 0           | 0           | 5           | 7           | 5           |
| Management and Regional Economy                                       | 0           | 4           | 5           | 7           | 5           |
| <b>Total:</b>   |             | 5           | 35          | 49          | 35          |

Persons responsible for language trainings: deans, heads of chairs, head of LLL Institute.

## 2. RESEARCH ACTIVITIES

### 2.1. VolSU Budget revenues from international contracts and projects

| <b>Nº</b> |   | <b>Thousands euros</b> |             |             |             |
|-----------|---|------------------------|-------------|-------------|-------------|
|           |   | <b>2008</b>            | <b>2009</b> | <b>2010</b> | <b>2011</b> |
| 1.        | Annual budget revenues of VolSU from international contracts and projects | 122                    | 133         | 150         | 175         |
|           |   |                        |             |             | 200         |

Persons responsible for increasing the revenues: Heads of Research and Innovation Department, International Office, deans, heads of chairs.

### 2.2. International projects and contracts in faculties/institutes

| <b>Faculty/Institute</b>   | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| World Economy and Finances | 0           | 0           | 1           | 3           | 5           |

|   |    |   |    |    |    |
|---|----|---|----|----|----|
| Law   | 0  | 0 | 1  | 3  | 5  |
| Philosophy, History, International Relations, and Social Technologies | 7  | 5 | 7  | 8  | 10 |
| Mathematics and IT  | 0  | 1 | 1  | 3  | 6  |
| Philology and Cross-cultural Communication                            | 1  | 1 | 2  | 2  | 3  |
| Physics and Telecommunications  | 2  | 1 | 1  | 3  | 6  |
| Management and Regional Economy                                       | 0  | 1 | 1  | 3  | 5  |
| <b>Total:</b>   | 10 | 9 | 14 | 25 | 40 |

Persons responsible for international projects: Heads of Research and Innovation Department, International Office, deans, heads of chairs.

### 3. ACADEMIC MOBILITY

#### 3.1. Participation of VolSU students in academic exchange programmes (students per year)

| <b>Faculty/Institute</b>  | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| World Economy and Finances  | 8           | 5           | 7           | 10          | 12          |
| Law   | 0           | 5           | 5           | 7           | 7           |
| Philosophy, History, International Relations, and Social Technologies | 9           | 10          | 15          | 15          | 18          |
| Mathematics and IT  | 5           | 5           | 5           | 7           | 7           |
| Physics and Telecommunications  | 0           | 5           | 5           | 5           | 5           |
| Management and Regional Economy                                       | 4           | 5           | 7           | 10          | 12          |
| Philology and Cross-cultural Communication                            | 6           | 6           | 7           | 7           | 10          |
| <b>Total:</b>   | 32          | 41          | 51          | 61          | 71          |

Persons responsible for increasing students mobility: Head of International Office, deans, heads of chairs.

#### 3.2. Academic mobility of VolSU professors, researches (persons per year)

| <b>Faculty/Institute</b>   | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| World Economy and Finances | 11          | 10          | 12          | 15          | 15          |
| Law                        | 0           | 4           | 5           | 7           | 7           |

|   |    |    |    |    |    |
|---|----|----|----|----|----|
| Philosophy, History, International Relations, and Social Technologies | 22 | 20 | 23 | 25 | 25 |
| Mathematics and IT  | 2  | 3  | 5  | 5  | 6  |
| Physics and Telecommunications  | 7  | 5  | 7  | 7  | 7  |
| Management and Regional Economy                                       | 1  | 6  | 7  | 8  | 8  |
| Philology and Cross-cultural Communication                            | 15 | 12 | 12 | 12 | 13 |
| <b>Total:</b>   | 58 | 60 | 71 | 79 | 81 |

Persons responsible for increasing academic mobility: Head of International Office, deans, heads of chairs.

#### 4. EXPORT OF EDUCATIONAL SERVICES

##### 4.1. Increasing the number of international students

| Faculty/Institute   | Full-time international students |      |      |      |      |
|---|----------------------------------|------|------|------|------|
|   | 2008                             | 2009 | 2010 | 2011 | 2012 |
| World Economy and Finances  | 7                                | 11   | 12   | 12   | 15   |
| Law   | 5                                | 5    | 5    | 7    | 7    |
| Philosophy, History, International Relations, and Social Technologies | 7                                | 16   | 17   | 17   | 20   |
| Mathematics and IT  | 6                                | 2    | 3    | 3    | 5    |
| Physics and Telecommunications  | 2                                | 2    | 3    | 4    | 5    |
| Management and Regional Economy                                       | 4                                | 3    | 4    | 4    | 5    |
| Philology and Cross-cultural Communication                            | 13                               | 8    | 10   | 10   | 11   |
| <b>Total:</b>   | 44                               | 47   | 54   | 57   | 67   |

Persons responsible for increasing the number of international students: Head of International Office, deans, heads of Educational Department.

##### 4.2. Increasing the number of foreign trainees

|                            |             |             |             |             |             |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| Number of foreign trainees |             |             |             |             |             |
|                            | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
|                            | 21          | 32          | 45          | 60          | 75          |

Persons responsible for increasing the number of international students: Head of International Office: directors of Language and Culture centers, Coordinators of International programmes.

## 5. EXTRA-CURRICULUM ACTIVITIES WITH INTERNATIONAL STUDENTS

### 5.1. Participation of international students in social activities, sports and other students' events

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|--|------|------|------|------|------|
| Number of international students participating in extracurricular students activities (% of total number of international students). | 25%  | 30%  | 35%  | 40%  | 50%  |

Persons responsible for extracurricular activities of international students: head of International office, head of Students' Affairs department, head of sports center.

## 6. INFORMATIONAL COVERAGE OF INTERNATIONAL ACTIVITIES

### 6.1. VolSU web-site internationalizing

|   | 2008                          | 2009   | 2010   | 2011   | 2012   |
|---|-------------------------------|--|--|--|--|
| Foreign users-oriented parts of the web-site in foreign languages | English (10%),<br>French (1%) | English (55%),<br>French (10%),<br>German (10%),<br>Chinese (1%) | English (75%),<br>French (30%),<br>German 30%),<br>Chinese (25%) | English (90%),<br>French (50%),<br>German 50%),<br>Chinese (40%) | English (100%),<br>French (75%),<br>German (75%),<br>Chinese (55%) |

Persons responsible for internationalizing the web-site: Head of Department of IT and Telecommunications, Head of International Office, Deans.

### 6.2. Foreign countries-oriented information in English

|  |    |             |             |             |             |             |
|--|----|-------------|-------------|-------------|-------------|-------------|
|  |    |             |             |             |             |             |
|  |    | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
| Informational materials (printed and electronic versions), published in foreign languages (% of total volume of informational materials published).  | 3% | 5%          | 10%         | 12%         | 15%         |             |
| Persons responsible for informational materials in foreign languages: Head of International Office, Deans, Coordinators of international programmes. |    |             |             |             |             |             |

## 7. BUDGET FOR INTERNATIONAL ACTIVITIES

|   |      |             |             |             |             |             |
|---|------|-------------|-------------|-------------|-------------|-------------|
|   |      |             |             |             |             |             |
|   |      | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
| Increasing the budget for international activities (% in comparison to 2008 taken for 100%).                                  | 100% | 110%        | 125%        | 135%        | 150%        |             |
| Persons responsible for financing international activities: Head of Economic Department, deans, Head of International Office. |      |             |             |             |             |             |

**YEREVAN STATE UNIVERSITY**  
**INDIVIDUAL WORKPLAN FOR INTERNATIONAL ACTIVITIES ELABORATED**  
**WITHIN TEMPUS-QATMI PROJECT**

January 2011 – January 2012

| <b>Best practice</b>  | <b>YSU activities</b>   | <b>Terms of realization</b>  | <b>Units in charge</b>  |
|---|---|------------------------------|---|
| Goals and Principles Guiding Development of Internationalization Strategic Plan | - to identify priority areas of Internationalization in which YSU will work during the one-year period up to 2012   | January 2011                 | Vice-Rector (Educational Activities), International Cooperation Office            |
|   | - to develop specific objectives to be achieved within the priority areas during this period  | January 2011 – February 2011 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties |
|   | - to generate, establish and implement strategies for achieving the objectives  | January 2011 – March 2011    | Vice-Rector (Educational Activities), International Cooperation Office, Faculties |
|   | - to assign individuals who will be responsible for leadership in implementation of the strategic plan  | February 2011                | Vice-Rector (Educational Activities)  |
|   | - to increase number of agreements signed between YSU and foreign universities  | January 2011 – January 2012  | International Cooperation Office  |
|   | - to elaborate guidelines for effective language teaching of foreign languages in the rest of the Faculties in YSU  | May 2011                     | Vice-Rector (Educational Activities), International Cooperation Office            |
|   | - to apply for Tempus IV Program to design a curriculum for English language Academic and Scientific Writing for Bachelor's, Master's and Doctoral degree theses «----» | February 2011                | International Cooperation Office  |

|  |  |                             |  |
|--|--|-----------------------------|--|
|  | - to increase visibility, communication, and advocacy for international engagement   | January 2011 – January 2012 | Vice-Rector (Educational Activities),<br>Vice -Rector (Scientific Policy & International Cooperation),<br>International Cooperation Office |
|  | - to strengthen and improve the effectiveness of YSU's international support services  | January 2011 – May 2011     | International Cooperation Office   |
|  | - to expand of IO responsibilities to ensure YSU coordination that all international activities has been explicit  | January 2011 – March 2011   | International Cooperation Office   |
| Internationalization of Research Initiatives | - further enhancement of options to research abroad – including exchange programs  | January 2011 – January 2012 | International Cooperation Office, Faculties  |
|  | - to include international internship in the frame of different scientific projects  | January 2011 – January 2012 | International Cooperation Office, Faculties  |
|  | - to apply for Volkswagen Foundation in the frame of the FP7, Capacities: Activities of International Cooperation Program» «Creation of Scientific-Educational Centre for Cognitive Studies at Yerevan State University» project   | March 2011                  | International Cooperation Office, Faculties  |
|  | - to apply for the Volkswagen Foundation in the frame of the «Between Europe and the Orient – A Focus on Research and Higher Education in/on Central Asia and Caucasus» Program «Regional Centre for Young Scientists Preparation » project  | July 2011                   | International Cooperation Office, Physics Faculty  |
|  | - to apply for the Volkswagen Foundation in the frame of the «Between Europe and the Orient – A Focus on Research and Higher Education in/on Central Asia and Caucasus» Program «Eurointegration Expansion on the East: Theoretical schools of the European integration study-ing» project | November 2011               | International Cooperation Office, International Relation Faculty   |
|  | - to carry out of the project «Armenian Mass media and formation of a positive image of Russia», Russkiy Mir Foundation  | March 2011                  | International Cooperation Office, Foreign students' preparation faculty, International Relation Faculty, Sociology Faculty                 |

|   |  |                             |  |
|---|--|-----------------------------|--|
|   | - to increase the amount dissemination information about upcoming international projects, schools and conferences, highlight new grant opportunities of significant international interest   | January 2011 – January 2012 | International Cooperation Office, Faculties  |
|   | - to organize a meeting with the representatives of different scientific centres in Armenia (including members of FP7 Office) and abroad to establish strong collaborations with international partners                                | October 2011                | Vice -Rector (Scientific Policy& International Cooperation), International Cooperation Office, Faculties   |
|   | - to enhance interdisciplinary research activities   | January 2011 – January 2012 | Vice -Rector (Scientific Policy& International Cooperation), Faculties   |
|   | - to sign the agreement with University for Foreigners of Perugia on developing common study programmes and cooperation plans in the field of teaching, student training and research  | September 2011              | Vice-Rector (Educational Activities), Vice -Rector (Scientific Policy& International Cooperation), International Cooperation Office  |
|   | - to sign the agreement with University of Management and Economics of Vilnius on Academic Staff and Students Exchange, training and visiting Faculty members, on developing of joint scientific and/or research and/or other projects | December 2011               | Vice-Rector (Educational Activities), Vice -Rector (Scientific Policy& International Cooperation), International Cooperation Office  |
|   | - to establish fruitful collaboration with the Japan Foundation  | January 2011 – January 2012 | Vice -Rector (Scientific Policy& International Cooperation), International Cooperation Office  |
|   | - to elaborate guidelines to implement activities within CANDIE project  | Spring 2011                 | Vice -Rector (Scientific Policy& International Cooperation), International Cooperation Office, YSU SNCO Center for the Advancement of Natural Discoveries using Light Emission |
| Internationalization of Education Process | - greater financial support to students who wish to engage in learning abroad  | January 2011 – January 2012 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties  |

|  |  |                                   |   |
|--|--|-----------------------------------|---|
|  | - to create more formal system to access the effectiveness and outcomes of international learning activities   | Spring 2011                       | Vice-Rector (Educational Activities),<br>Faculties                                      |
|  | - to establish more links among disciplines across the university in further international learning  | June 2011 –<br>July 2011          | Vice-Rector (Educational Activities),<br>Faculties                                      |
|  | - to develop international content/pathways in the undergraduate curriculum  | September 2011 –<br>December 2011 | Vice-Rector (Educational Activities),<br>International Cooperation Office,<br>Faculties |
|  | - to promote the cooperation in the educational field with the European universities   | January 2011 –<br>January 2012    | Vice-Rector (Educational Activities),<br>International Cooperation Office,              |
|  | - to enhance recruitment of international students by establishing recruitment offices in the regions  | September 2011 –<br>January 2012  | Vice-Rector (Educational Activities),<br>International Cooperation Office,<br>Faculties |
|  | - to develop course content and programs, which deal explicitly with international issues  | Spring 2011                       | Vice-Rector (Educational Activities),<br>International Cooperation Office               |
|  | - to promote and expand opportunities for student participation to study abroad and exchange programs, increasing, for instance, the mobility of both staff and students as well, mainly the percentage of students according to participation in international projects | January 2011 –<br>January 2012    | Vice-Rector (Educational Activities),<br>International Cooperation Office               |
|  | - to carry out preparatory work to apply joint Tempus IV project «Excellence of Master Level Modules in Good Governance»   | February 2011                     | International Cooperation Office,<br>Faculties  |
|  | - to carry out preparatory work to apply joint Tempus IV project «European Neighbourhood Policy Law and Good Governance – EUNEG»   | February 2011                     | International Cooperation Office,<br>Faculties  |
|  | - to carry out preparatory work to apply joint Tempus IV project «Building capacity for University-Enterprise partnerships towards competency based training in Armenia, Georgia and Ukraine (Cap4Com)»  | February 2011                     | International Cooperation Office,<br>Faculties  |
|  | - to carry out preparatory work to apply joint Erasmus Mundus (Actions 2 and 3) and EMECW projects with European partner universities  | March 2011                        | International Cooperation Office,<br>Faculties  |

|                         |  |                             |   |
|-------------------------|--|-----------------------------|---|
|                         | - to launch classes of Russian e-learning for foreign students at Russian e-learning Centre of YSU   | April 2011 – May 2011       | International Cooperation Office, Foreign students' preparation Faculty, Faculty of Russian Philology                               |
|                         | - to organize joint Winter School on Russian Studies for foreigners with MSU, involving domestic and foreign lecturers   | December 2011               | International Cooperation Office, Foreign students' preparation Faculty, Faculty of Russian Philology                               |
|                         | - to work with faculty and staff to identify innovative mechanisms for delivering more study abroad opportunities, including internships, research, and service learning options as well as traditional study abroad formats | January 2011 – January 2012 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties   |
|                         | - to identify new resources, including the creation of an endowment fund, to support scholarships for graduate and undergraduate students to widen opportunities for participation in study and/or research abroad programs  | January 2011 – January 2012 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties   |
|                         | - to catalyze the establishment of new internationally-focused interdisciplinary curricula, both undergraduate and graduate, with academic units across university   | March 2011 – December 2011  | Vice-Rector (Educational Activities), International Cooperation Office, Faculties   |
|                         | - to facilitate university efforts to infuse discipline with specific international content into their curricula   | Spring 2011                 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties   |
|                         | - to create and manage an «International Masters Seminar Series», which will bring distinguished visiting scholars to YSU  | January 2011 – January 2012 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties   |
|                         | - to develop schemes to promote study abroad, outbound exchange programs, and learning abroad opportunities to a wider array of students   | January 2011 – January 2012 | Vice-Rector (Educational Activities), International Cooperation Office, Faculties   |
| Administrative services | - to increase YSU's administrative efficiency through clarification of its principal roles and responsibilities across all its internal administrative units   | January 2011 – January 2012 | Vice-Rector (Educational Activities), Vice-Rector (Scientific Policy & International Cooperation), International Cooperation Office |

|                           |   |                               |  |
|---------------------------|---|-------------------------------|--|
|                           | <ul style="list-style-type: none"> <li>- to identify expertise on organizational management to conduct an external review of YSU to clarify roles and responsibilities vis-à-vis other units on the university, and provide recommendations on office configuration, work flow, and other matters pertinent to administrative efficiency of internationalization</li> </ul> | Spring 2011                   | International Cooperation Office   |
|                           | <ul style="list-style-type: none"> <li>- to improve a list of services that are accomplished by outside units, such as housing for foreign students, health, career development and so on</li> </ul>  | September 2011 – October 2011 | International Cooperation Office   |
|                           | <ul style="list-style-type: none"> <li>- to develop a tracking system for monitoring the effectiveness of all partnership agreements, which will include regular documentation of activities under each agreement, and create workshops for faculty/staff to educate and assist them with the process for development of agreements</li> </ul>                              | Spring 2011                   | Vice-Rector (Educational Activities), International Cooperation Office   |
|                           | <ul style="list-style-type: none"> <li>- to strengthen the capacity of administrative contact(s) in each unit of university to coordinate international students (including inbound exchange students), and international scholar needs</li> </ul>  | January 2011 – January 2012   | International Cooperation Office   |
|                           | <ul style="list-style-type: none"> <li>- to venue regular workshops for principal administrative contact(s) to update them on new protocols for services provided to international students (including inbound exchange students), scholars, and faculty</li> </ul>   | January 2011 – January 2012   | International Cooperation Office   |
|                           | <ul style="list-style-type: none"> <li>- to increase the amount of full computer equipped rooms endowed with free access Internet</li> </ul>  | Spring 2011                   | Vice-Rector (Educational Activities), Vice -Rector (Scientific Policy & International Cooperation), International Cooperation Office |
| Information Dissemination | <ul style="list-style-type: none"> <li>- to highlight new grant opportunities of significant international interest on the university website</li> </ul>  | January 2011 – January 2012   | International Cooperation Office, PR Office  |
|                           | <ul style="list-style-type: none"> <li>- to develop technical specifications for database (develop criteria for search items)</li> </ul>  | Spring 2011                   | Department of computers and computer networks Service  |
|                           | <ul style="list-style-type: none"> <li>- to update existing database for international research and educational projects of Faculties</li> </ul>  | January 2011 – January 2012   | International Cooperation Office   |

|                              |   |                               |  |
|------------------------------|---|-------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>- to set up meetings between faculty representatives and experienced IT units across the university, to discuss database issues and the way how to use best existing databases for the stated purpose</li> </ul> | January 2011 – January 2012   | IT Center, Faculties                                     |
|                              | <ul style="list-style-type: none"> <li>- to make available on the YSU website a report documenting new collaborative international research initiatives</li> </ul>  | September 2011 – January 2012 | International Cooperation Office                         |
|                              | <ul style="list-style-type: none"> <li>- to identify components and information needed in the renewed YSU website, including links to relevant sites of importance to YSU's international initiatives</li> </ul>  | June 2011 – September 2011    | International Cooperation Office                         |
|                              | <ul style="list-style-type: none"> <li>- to provide of promotional material (downloadable publications, video clips, etc.) to highlight programs and services that are pertinent to the internationalization of YSU</li> </ul>                          | September 2011 – January 2012 | International Cooperation Office, PR Office              |
|                              | <ul style="list-style-type: none"> <li>- to increase resources, number of books and publications on foreign languages of YSU Scientific Library, by applying proposals for appropriate international and domestic funds</li> </ul>                      | January 2011 – January 2012   | International Cooperation Office, YSU Scientific Library |
| Intercultural student's life | <ul style="list-style-type: none"> <li>- to increase opportunities of foreign students to get involved in the scientific and cultural life of university through many of the university's student-run centers</li> </ul>                                | January 2011 – January 2012   | Student Council<br>Cultural Center,<br>Faculties         |

# YEREVAN STATE ACADEMY OF FINE ARTS DEVELOPMENT PLAN 2010-2011

**The current plan for individual development was developed taking into consideration the report and the categorization, where the benchmarks for development were set.**

## **Prepared in Yerevan by YSAFA International Relations Department**

In general, the individual development plan for YSAFA targets to cover the following four objectives:

1. Enhancement of international contact at both individual and institutional levels
2. Capacity building of both the staff and students
3. Capacity building of the YSAFA International Relations Department (IRD)
4. Internationalization of the YSAFA activities.

To achieve the set objectives in line with the benchmarks set during the first round of site visits (see YSAFA categorization attached) within the Tempus IV QATMI project, YSAFA will unfold its activities based on the quality management (QM) cycle: planning, doing, checking and acting), which requires development of feedback mechanisms for all the activities undertaken. Overall, the planning period will last up to the end of October 2010, after which an aggressive implementation will be undertaken, followed by checking and improvement.

The following activities are envisioned for achieving the objectives set:

### **1. Enhancement of international contacts at both individual and institutional levels**

- a. Plan:** during this phase YSAFA international relations department will target the art schools in EU, the USA and Asia as well as the regional ones which can become potential partners for bilateral agreements to promote staff and student mobility. To achieve this aim YSAFA is going to activate and enlarge the former contacts with other foreign institutions. YSAFA will also outline the major needs according to which it will plan its

involvement in international projects and consortia such as Tempus. As an addition to the number of contacts with foreign educational institutions this year YSAFA participated to the 5<sup>th</sup> TEMPUS project.

**b. Do:** during this phase implementation of the plans will be undertaken, during which the International Relations Department will act as an implementer of the process and the educational-scientific counsel in its turn will act as a monitor of the process. YSAFA international relations department consists of four employees. Mary Patvakanyan as the head of the department performs general coordination and planning of the whole international educational process, establishes relations with HEI of foreign countries, organizes workshops, conferences and joint programmes, realizes the student and staff exchange process and participates in TEMPUS projects. Two assistants of the department actualize the correspondence with educational institutions of CIS countries, Russia as well as those of EU, USA and Asia. Later on they work on maintaining and enforcing the educational scientific cooperation with those institutions. One of the assistants is also responsible for international students handling (taking or prolonging the students' visas). The other employee is responsible for the web-site, the information put in the web-site (the events, programmes, projects, contacts with other institutions, information about exchange students and staff etc.) and its update. As regards to the strengthening of former contacts, next year YSAFA is going to actualize the continuation of the project entitled «Signs of Identity/Signs of Diversity» organized in the framework of UNESCO's project «Caucasus». The project launched in Latvia (2009) then in France this year it is going to be held in Armenia, Yerevan in the form of a joint exhibition. Within the frames of another Tempus project HESEDSPI – «**Higher Education System Development for Social Partnership Improvement and Humanity Sciences Competitiveness**» YSAFA is going to implement new modules namely «Human resource management» and «The use of IT in culture management» in its curriculum in September, beginning from the academic years 2010-2011. Cooperation is planned with Rome school of fine arts within the frames of the theme «Intellectual property rights». YSAFA also obtained an agreement with Strasbourg national school of fine arts. According to it one lecturer from the above mentioned institution will arrive in YSAFA in March-April of 2011. In September of 2009 one lecturer and 12 students of YSAFA went to Germany, Wiesbaden University of applied sciences. Before that the first phase of the exchange was actualized in 2008 and YSAFA hosted a group of students with the lecturer in the head from the above mentioned institution. In the autumn of 2011 two lecturers from YSAFA will leave to the university mentioned above within the frames of the exchange programme. A workshop will be organized next year con-

nected with the event «Armenian cross-stones art. Symbolism and craftsmanship of Khachkars» on UNESCO Intangible heritage list». Another workshop will be organized with State Hermitage in St. Petersburg. YSAFA is going to cooperate with Jawaharlal Nehru University in 2011 /the points of the agreement are under discussion/. An agreement of cooperation was signed with State art academy after Stieglitz in St. Petersburg. A new agreement of cooperation was signed with Lyon state school of fine arts.

**c. Check:** during this phase the feedback mechanisms will be put in place to check the progress. The checking will be actualized by the educational-scientific counsel or the university governing body in the form of a three month report.

**d. Act:** during this phase the problems uncovered through the feedback will be tackled and will feed into a new plan. The good practice uncovered will be disseminated. The advantages and disadvantages of the actualized programmes are being studied and measures are being taken to abolish the obstacles. A discussion is organized with the ministry of higher education. If it is needed the university governing body makes decisions to solve the problems. If it is necessary the IRD gets extra authority to actualize the programmes.

## **2. Capacity building of both the staff and students**

**a. Plan:** the YSAFA takes steps to develop both staff and student English language capacity. During this phase the IRD will plan to translate most part of PR materials into English, plan staff capacity building with regards to English proficiency. English courses will be organized for administrative and teaching staff provided by one of the local language teaching centers. With regards to the students' proficiency in English, the curriculum will be enhanced to promote this goal. Special plans will be drawn to organize special courses in English for outgoing students. An attempt will be made to provide for > 5 % of curricula in English according to the students' wish. Most information is available in English in YSAFA web-site. YSAFA brochure is also available in English.

- b. Do:** during this phase implementation of the plans will be undertaken, during which the International Relations Department will act as an implementer of the process. The university governing body will act as a monitor of the process. Feedback mechanisms for achieving this objective will also be developed at this stage.
- c. Check:** during this phase the feedback mechanisms will be put in place to check the progress. Measures will be taken for uncovering and solving the problems.
- d. Act:** during this phase the problems uncovered through the feedback will be tackled and will feed into a new plan. The good practice uncovered will be disseminated. Steps will be taken to develop mechanisms for carrying out more perspective programmes.

### **3. Capacity building of the YSAFA International Relations Department**

- a. Plan:** during this phase the IRD will develop new perspective strategy based on former practices. Mechanisms will be developed for 1) international student recruitment, 2) activating the student mobility between the institutions both in Armenia and internationally, 3) creating proper conditions for incoming students as well as for solving the communication and language problems. The IRD will also try to find financial support for improving the student and staff mobility. A special attention will be paid to the internationalization budget development including staff and student mobility. Within the budget development the IRD will concentrate on enabling the planned international activities. All the documents developed during this phase will be submitted to the top management for approval.
- b. Do:** during this phase implementation of the plans will be undertaken, during which the International Relations Department will act as an implementer and monitor of the process. Feedback mechanisms for achieving this objective will also be developed at this stage.
- c. Check:** during this phase the feedback mechanisms will be put in place to check the progress.
- d. Act:** during this phase the problems uncovered through the feedback will be tackled and will feed into a new plan. The good practice uncovered will be disseminated.

#### 4. Internationalization of the YSAFA activities

- a. Plan:** YSAFA will take measures to disseminate information concerning the YSAFA activities. Meanwhile YSAFA will introduce its mission, educational programmes, the steps taken towards improvement of students' skills and abilities, quality assurance, dissemination of YSAFA information both in Armenian and English, printing of booklets, brochures and manuals both in Armenian and in foreign languages, organizing different exhibitions in foreign countries. Steps will be taken to ensure the continuity of this undertaking. To ensure effectiveness and continuity in most cases the university decision makers will draw on the advice of qualified experts on internationalization.
- b. Do:** during this phase implementation of the plans will be undertaken, during which the International Relations Department will act as an implementer and monitor of the process. Feedback mechanisms for achieving this objective will also be developed at this stage.
- c. Check:** during this phase measures will be taken to tackle the uncovered problems as well as to make perfect the IRD functioning.
- d. Act:** during this phase the problems uncovered through the feedback will be tackled and will feed into a new plan. The good practice uncovered will be disseminated.

The time-schedule of the activities is as follows:

|     | UNITS                  | QM    | 2010 |     |     | 2011 |     |     |     |     |     |     |     |     |     |     |
|-----|------------------------|-------|------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     |                        |       | Oct  | Nov | Dec | Jan  | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Nov | Dec |
| 1   | International Contacts |       |      |     |     |      |     |     |     |     |     |     |     |     |     |     |
| 1.1 | Staff                  | Plan  |      |     |     |      |     |     |     |     |     |     |     |     |     |     |
|     |                        | Do    |      |     |     |      |     |     |     |     |     |     |     |     |     |     |
|     |                        | Check |      |     |     |      |     |     |     |     |     |     |     |     |     |     |
|     |                        | Act   |      |     |     |      |     |     |     |     |     |     |     |     |     |     |





# ZAPORIZHZHYA NATIONAL UNIVERSITY INDIVIDUAL WORKPLAN

June 2010 – June 2011

| <b>Best practice</b> | <b>ZNU activities</b>  | <b>Terms of realization</b> | <b>Units in charge</b>                        | <b>Indicators of progress</b>                              |
|----------------------|--|-----------------------------|---|--|
| Summer Schools       | - to create and support a page about Summer Schools on the web-site of ZNU                                 | November 2010               | IRO, IT centre                                | Page created and updated                                   |
|                      | - to prepare calculation patterns for summer schools in ZNU  | October 2010                | IRO, Accountant office                        | Copies of the documents sent to the grantholder            |
|                      | - to design, print and disseminate flyers about Summer Schools at ZNU                                      | January 2011                | IRO, Press-centre                             | Flyers printed and sent to the grantholder                 |
|                      | - to organize Summer School in Ukrainian Studies with Baku Slavic University (Azerbaijan);                 | July 2010                   | IRO, Faculty of History, Faculty of Philology | Report sent to the grantholder                             |
|                      | - to organize Summer School in Bioecology with Saint-Petersburg University (Russia);                       | July 2010                   | IRO, Faculty of Biology                       | Report sent to the grantholder                             |
|                      | - to organize Summer School in Russian Studies with Plovdiv University (Bulgaria);                         | July 2011                   | IRO, Faculty of Philology                     | Report sent to the grantholder                             |
|                      | - to organize joint Summer School in Oriental and Ukrainian Studies with Baku Slavic University            | July 2011                   | IRO, Faculty of History, Faculty of Philology | Report sent to the grantholder                             |
|                      | - to organize Summer School in IT with the University of Oldenburg (Germany)                               | July 2011                   | IRO, Faculty of Mathematics                   | Report sent to the grantholder                             |
| Project writing      | - to organize an International Project Centre within International Office;                                 | September 2010              | IRO, Personnel Department                     | Copy of the documents sent to the grantholder              |
|                      | - to create database on international organizations providing grants for research and educational programs | October 2010 – May 2011     | IRO   | Database created and published on the university's website |

|   |  |                               |   |  |
|---|--|-------------------------------|---|--|
|   | - to apply for an IREX grant supporting Project-writing centre in ZNU                                | November 2010                 | IRO   | Notification letters forwarded to the grantholder          |
|   | - to prepare curriculum development project in Economical Geography for Visegrad Foundation          | November 2010 – February 2011 | IRO, Faculty of Management, Faculty of Economics  | Notification letters forwarded to the grantholder          |
|   | - to prepare a Jean Maunet Chair project for the faculties of Law, History and Sociology             | November 2010 – January 2011  | IRO, Faculties of Law, History and Sociology  | Notification letters forwarded to the grantholder          |
|   | - to prepare a UNESCO Chair project for the faculty of journalism                                    | November 2010 – April 2011    | IRO, Faculty of Journalism  | Notification letters forwarded to the grantholder          |
| Language capacity of the staff and students | - to work out a complex 5-years program on increasing language capacity of the staff and students    | September 2010                | Faculty of Foreign Philology, Personnel Department, Department of Additional Educational Services | Documents sent to the grantholder                          |
|   | - to establish criteria for internal control of language capacity of students and staff              | October 2010                  | Faculty of Foreign Philology  | Documents sent to the grantholder                          |
|   | - to organize free language exams for DAAD certificate   | November 2010                 | IRO   | Report sent to the grantholder                             |
|   | - to invite a Fulbright lecturer to one of the non-linguistic faculties                              | January 2011                  | IRO, Faculty of Foreign Philology   | Report sent to the grantholder                             |
| Academic mobility                           | - to establish language courses for CAE certificate  | January 2011                  | Department of Additional Educational Services   | Report sent to the grantholder                             |
|   | - to place information desks on academic mobility issues in every building of the university         | September 2010                | IRO   | Boards established; photos sent to the grantholder         |
|   | - to create and support an online database of academic mobility opportunities for students and staff | November 2010                 | IRO, IT centre  | Database created and published at the university's website |

|   |   |                          |   |   |
|---|---|--------------------------|---|---|
|   | - to establish a channel of academic mobility within International Business Program with the University of Alicante | January 2011             | IRO, Faculty of Economics, Faculty of Management, Department of Additional Educational Services | Report sent to the grantholder                                |
| Strategic planning and management of internationalization | - to create a position of a vice-dean in international affairs on each faculty                                      | September 2010           | IRO, faculties, Personnel Department  | Documents sent to the grantholder                             |
|   | - to create a student sector of international affairs on each faculty   | September 2010           | IRO, faculties, Student Council   | Documents sent to the grantholder                             |
|   | - to apply for an IREX grant for establishing an International Quality Assurance centre at the university           | January 2011             | IRO   | Notification letters forwarded to the grantholder             |
|   |   |                          |   |   |
| Intercultural competence and presentation                 | - to make a complete translation of ZNU website in English  | November 2010 – May 2011 | IRO   | Translated version published at the university's website      |
|   | - to redesign a web-page for international students   | December 2010            | IRO, IT centre  | Web-page redesigned and published at the university's website |
|   | - to prepare guidelines for visiting professors and international students in English                               | February 2011            | IRO, Press-centre   | Guidelines printed and sent to the grantholder                |

НАУКОВЕ ВИДАННЯ

# Quality Assurance Tools for the Management of Internationalization

*(Англійською мовою)*

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