

# Site Visits Report

# QATMI

**December 2009**

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European Commission  
**TEMPUS**

QATMI (Quality Assurance Tools for the Management of Internationalization) is a project funded by the European Commission in the framework of the TEMPUS program.

The duration of this project is three years (January 15th 2009 - January 14th 2012) and its main aim is to disseminate good practices in benchmarking analysis applied to university international relations in order to identify areas for change, and assists in setting targets for improvement.

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## Introduction

This report summarizes the observations by the delegation members assigned by the QATMI-project for the site visits. This reports needs to be seen in addition to the self assessment studies produced by each participating university. For detailed information about each participating university concerning internationalization activities and internationalization infrastructure we refer to these self assessment studies.

The text of this report is based on the work of the delegation members: Inna Kaskova, Juliya Linevych, Olena Tupakhina, Pavel Timachev, Susanna Karakhanyan, Anna Bayramova, Peter Rassek, Birgit Bruns, Rob Verhofstad. I thank them all for their hard work and cooperation. Furthermore: much gratitude for the hospitality we have experienced during these site visits. Many thanks to the host institutions and especially to the people who organized everything!

Rob Verhofstad  
Nijmegen 3 December 2009

## Background of this study

Eight universities participating in this project wrote an extensive self assessment report last spring. Based on this self study a group of four (the ‘Berlin-group’: Susanna Karakhanyan, Maryna Bessonova, Birgit Bruns and Rob Verhofstad) met in the summer of 2009 and scored each university according to a categorization list. This list focused on the following elements<sup>1</sup>:

|                             |                             |
|-----------------------------|-----------------------------|
| International contacts      | Staff                       |
|                             | Students                    |
|                             | University                  |
|                             | Projects                    |
| English                     | Website                     |
|                             | Staff                       |
|                             | Students                    |
|                             | Curriculum                  |
| Infrastructure              | International Office        |
|                             | Recruitment, Admission      |
|                             | Incoming Student mobility   |
|                             | Outgoing student mobility   |
|                             | Incoming staff mobility     |
|                             | Outgoing staff mobility     |
|                             | Budget Internationalization |
| Internationalization policy | Policy notes                |
|                             | Advice                      |

Each of these elements was ranked with a score varying from one till six. With one as the lowest score, and six the highest. It is clear to everyone that this process of scoring is not a matter of un-debatable truth. The outcome of the Berlin-meeting must be seen as a starting point for further discussion with the universities involved.

During the site-visits the scoring lists were discussed with the host institutions<sup>2</sup>. In most cases it was not difficult to reach consensus on the final scoring. The discussions leading to this consensus was very valuable and in all cases elucidating.

The eight universities will use this site visits report as starting point for their in-house conference which will take place at each of these universities in December 2009 or January 2010. During these conferences the universities will decide how far their ambition reaches. If they, for example scored a ‘three’ on a certain element, they will decide where they want to be within 2 years (for example a score of ‘five’). These *performance gaps* will form a basis for work plans to achieve their goals in the field of internationalization.

We hope this site visits report will function as a clear starting point for internal discussion!

<sup>1</sup> The complete categorization list is added as annex to this report.

<sup>2</sup> With the exception of Belarusian State University. Due to miscommunication it was not clear that the categorization was to be discussed during the site visit.

# Belarusian State University

Date: 18 – 19 September 2009  
Delegation members: Anna Bayramova, Birgit Bruns

## ***General Observations***

The Belarusian State University is the main university in Belarusia offering a full range of degree programs with numerous international contacts focusing mainly on Europe. The process of internationalization started in 1960s.

Concerning the University's top level management structure the delegation noticed a strong hierarchy. For the internationalization process of the university the rector, first vice rector, deputy vice rector and head of the International Relations Office as well as the chairman of the board for Quality of Education are the responsible persons. International relations are managed by the International Relation Office. The Office is divided into divisions and each of them consists of sectors responsible for the specific tasks within the internationalization.

## ***Observations concerning Internationalization activities and infrastructure***

During the site visit, the delegation discussed the self assessment study with staff from the Belarusian State University and made the following comments:

### **International student recruitment and admission**

Belarusian State University lays emphasis on a new recruiting scheme focusing on the fact that it is less dangerous to live in Minsk than to live in Moscow. Therefore, a strong focus on the establishment of Russian language courses is done.

### **Service for outgoing students**

Services for outgoing students and staff mobility are mostly focused on documental support of foreign trips arrangements. There is no clear strategy in advising staff and students and encouraging them to use the existing opportunities of study abroad. There is no analysis of the effectiveness of foreign trips, no connection with returned students.

### **Service for incoming and outgoing staff**

The delegation did not have a chance to visit the Welcome Centre for international visitors as described in the self assessment study. The delegation is critical about the level of preparation of the site visit and sees this as prove that this section needs more inputs and a more solid structure.

## Strategic policy

According to the delegation members it seems that the responsible Ministry has a lot of influence and due to the hierarchal structure of the university the process of agreeing on strategic policies is very slow.

## International projects

It seems that the Belarusian State University is involved in a quite high number of international projects due to their various international contacts.

## Remarks concerning scoring

During the site visit, the scoring was not discussed. Due to miscommunication it was not clear that this would be part of the site-visit. It was then agreed that the staff of the Belarusian State University would send their scoring outcome to the delegation members afterwards. These outcomes differed quite a bit from the scoring that was done by the 'Berlin-group'. For this report we have decided to take scores in between those from the 'Berlin-group' and the scoring from the Belarusian University.

| QATMI SCORING 2009          |                              |                       |
|-----------------------------|------------------------------|-----------------------|
| Topic                       | subject                      | score                 |
| International contacts      | Staff                        | 3                     |
|                             | Students                     | 3                     |
|                             | University                   | 5                     |
|                             | Projects                     | 4                     |
| English                     | Website                      | No score <sup>3</sup> |
|                             | Staff                        | 3                     |
|                             | Students                     | 3                     |
|                             | Curriculum                   | 2                     |
| Infrastructure              | International Office         | 4                     |
|                             | Recruitment, Admission       | 4                     |
|                             | Incoming Student mobility    | 4                     |
|                             | Outgoing student mobility    | 4                     |
|                             | Incoming staff mobility      | 3                     |
|                             | Outgoing staff mobility      | 4                     |
|                             | Budget Internationalization. | 2                     |
| Internationalization policy | Policy notes                 | no score              |
|                             | Advice                       | No score              |

<sup>3</sup> Not enough information in order to properly score this element.

## ***Strong points, weak points***

### **Weak points**

- English Language Website and brochures content does not sufficiently represent the programs of study.
- Only a few courses in the curriculum are available in English.
- Services for outgoing students and staff mobility are mostly focused on documental support of foreign trips arrangements. There is no clear strategy in advising staff and students and encouraging them to use the existing opportunities of study abroad. There is no analysis of the effectiveness of foreign trips, no connection with returned students.

### **Strong points**

- University has intensive international cooperation realized both in the framework of international agreements and existing international contacts which have no formal agreement.
- Large number of business trips abroad conducted by the BSU staff and students indicates a high rate of international mobility, deep integration into the scientific and educational sphere.
- Annually more than 200 of foreign guests visit the University with different purposes to get acquainted with University, to discuss issues of international cooperation, to take part in scientific events (conferences, seminars etc.), to conduct research and lecturing) which is making a strong basement for promoting the BSU into international level, expanding international contacts, broadening opportunities of inter- institutional cooperation.

### ***Best practices***

The delegation has not marked best practices at this university.

# Institute of International Relations, Kyiv Taras Shevchenko National University

Date: 20 – 21 September 2009

Delegation members: Anna Bayramova, Birgit Bruns, Susanna Karakhanyan

## ***General Observations***

The Kyiv Taras Shevchenko National University is a huge and prominent university with consequently a very large bureaucracy. Considering the size of the university the number of international contacts is limited and quite focused on Europe and Asia. Besides the rector, the pro-rector for International Relations is responsible for the internationalization process at this university. Furthermore, on a decentral level; deans are responsible for international contacts.

Taken into account the size of this university, its international relations office is a rather small with limited staff resources.

A considerable number of both students and staff master foreign languages, above all English. Especially the Institute of International Relations shows an absence of language barrier. All students and staff members master a foreign language.

Despite the good level of English among students and staff, the student mobility is rather limited. The information about this provided during the site visit differs somewhat from the information in the self assessment. The university staff is satisfied with the current numbers, although it can be concluded that it proves to be very hard to convince West European or North-American students to go to Ukraine for a study abroad period. On the other hand, the number of outgoing exchange students is considerably high. Most of the incoming degree-seeking students come from states of the former Soviet Union.

The curriculum is not very international. Only some courses and programs are taught in English or other foreign languages with a few very good exceptions: some international summer schools and cooperative seminars with partner universities, as well as a double degree program in cooperation with a French university. Concerning staff mobility the delegation noted that there is quite a high number of staff travelling abroad with Russia as its top destination.

During the site visit it became clear that the university does not provide enough funding for internationalization activities. Therefore, ad hoc financing is prevailing with regard to internationalization.

## ***Observations concerning Internationalization activities and infrastructure***

During the site visit, the delegation discussed the self assessment study with staff from the Kyiv Taras Shevchenko National University and made the following comments:

### **Support Service for students and staff**

Since the International Relations Office is a rather tiny office, preparatory organization exists but on a very modest level.



## Strategic policy

The university top level is being advised by the head of the International Relations Office. In close cooperation with the vice-rector for internationalization policy notes are being prepared.

## International projects

The Institute of International Relations has a great experience in the international cooperation since 1991. The Institute has been the first institution of higher education in Ukraine to co-ordinate projects within the European Commission programme TEMPUS. Nowadays the Institute of International Relations cooperates with foreign partners within the framework of international programmes of TACIS, UNESCO, INTAS, IAN and others.

### Remarks concerning scoring

| QATMI SCORING 2009          |                              |       |
|-----------------------------|------------------------------|-------|
| Topic                       | subject                      | score |
| International contacts      | Staff                        | 3     |
|                             | Students                     | 3     |
|                             | University                   | 4     |
|                             | Projects                     | 4     |
| English                     | Website                      | 3     |
|                             | Staff                        | 3     |
|                             | Students                     | 4     |
|                             | Curriculum                   | 2     |
| Infrastructure              | International Office         | 3     |
|                             | Recruitment, Admission       | 3     |
|                             | Incoming Student mobility    | 3     |
|                             | Outgoing student mobility    | 3     |
|                             | Incoming staff mobility      | 3     |
|                             | Outgoing staff mobility      | 3     |
|                             | Budget Internationalization. | 2     |
| Internationalization policy | Policy notes                 | 5     |
|                             | Advice                       | 4     |

### Strong points, weak points

#### Weak points

- A modest part of the information about the University and faculties is presented in English and other languages on the university web-site.
- The University is in lack of financial resources for internationalization purposes.
- Only some courses and programs are taught in English or other foreign languages.

**Strong points**

- The number of bilateral agreements of the university with foreign scientific and educational institutions has grown to 94 (from 44 countries of the world). Within the framework of inter-university agreements, the Institute of International Relations cooperates with foreign institutions of higher learning from Great Britain, Belgium, Greece, Egypt, Iran, Spain, Canada, the CPR, the FRG, the Republic of Korea, Poland, Russia, the USA, France, Japan and others. The agreements provide for mutual exchange with syllabi and curricula, manuals, students and academia, they also provide for joint conferences and workshops, symposia, round table discussions, projects and programs, etc.
- High level of contacts with diplomatic representations accredited in Ukraine is preserved promoting the development of international cooperation. Cooperation with embassies and international organizations resulted in the creation of 14 language and cultural centres on the basis of the Institute of Philology. 4 Informational Centres function in the Institute of International Relations.
- High level enough of International student and lecturer mobility is achieved. For example in 2008 708 lecturers and scientists (23%) participated in international conferences, symposiums, seminars; 374 students (1,6%) and 63 PhDs (5,8%) went abroad for studying, practice and research activity.

***Best practices***

The delegation has not marked best practices at this university.

# Zaporizhzhya National University

Date: 22- 23 September 2009

Delegation members: Anna Bayramova, Birgit Bruns, Susanna Karakhanyan, Rob Verhofstad

## ***General Observations and observations concerning Internationalization activities and infrastructure***

The Delegation made the following comments:

### **General University information**

The Zaporizhzhya National University is not located in a capital of prominent city like some of the other universities participating in this project. This results in a totally different situation concerning recruiting international students and establishing international contacts.

### **University's top level management structure**

During the site visit the delegation met with the Vice-Rector for Scientific and Pedagogical Work. It's the delegation's opinion that the management on internationalization is rather formal, and not focusing too much on planning and strategy of internationalization. Right after the site visit a Vice-Rector for Science and Research was appointed, responsible for internationalization.

### **Structure international office**

Internationalization of the University is managed by the International Relations Office of the University, represented by three specialists and the Head of the Office. This team obviously works hard to cover all the directions of Internationalization (projects, students and staff mobility, international degree students, and etc.). Furthermore, every department has a representative on internationalization.

### **Internationalization at de-central level**

The level of internationalization differs per faculty, some departments perform hardly any international activities, whereas others organize many more activities. The delegation had a chance to have a closer look at the internationalization activities from the management school. This school seems to be very active and entrepreneurial, however: the attempts to build a curriculum with foreign universities died as soon as the tempus grant stopped.

### **Language**

English language proficiency seems to be a serious problem for University staff as well as students. This considerably impedes the development of Internationalization of the University. As a result both University staff and

students cannot use all the range of opportunities like regular students and staff incoming/outgoing mobility, international publications, presentation of the products and outcomes of the research conducted at the University internationally. All these shortcomings provide kind of chain reaction and in the long run this may have an adverse effect on the education and research process of the University. The situation is revealing at the faculties of Biology and History, which, as we were told, demonstrate high level of academic performance and have interesting outcomes but they cannot share them with their colleagues abroad as well as attract foreign grants and researchers to ZNU.

Despite being aware of the problem the University administration does not use motivating tools to stimulate the students and staff to improve English language proficiency, neither they have a plan to do this. Nevertheless the University provides the opportunities for the staff to learn English at the University language center. Regretfully the initiative has not succeeded yet due to a number of problems like lack of time, need to work overtime to provide additional financial sources but the salary, lack of enthusiasm and others.

### **Student mobility**

ZNU has established an ECTS-center taking care of the infrastructure for Bologna. It looks like the infrastructure indeed is all right. Nevertheless, the level of student mobility, both incoming as well as outgoing, is very low. Recognition of study results is still a problem, as well as funding for student exchange. There are hardly any grants available for students to go abroad. There is practically no English curriculum which could attract foreign students from non-Russian speaking countries. Furthermore: Zaporizhzhya has problems with attracting students, since European students don't exactly line up for Ukraine, and if they do, they rather go to Kiev. This causes an imbalance in student mobility hindering a structural growth of student mobility.

### **Staff mobility**

The staff mobility is linked to grants, projects funding trips of staff. These projects or bilateral contacts are mostly individually started and organized. However around 50 flows of staff mobility is realized yearly, there seems to be no clear strategy for these other than following grant opportunities. The incoming staff mobility is organized in the same way.

### **Curriculum**

See section on language. The Ukrainian law does not allow providing courses taught in English. The national priority is to support the Ukrainian language.

### **Strategic policy**

The strategy of the University does not seem to be clear. The international office is very enthusiastic in searching opportunities for the students and staff mobility though the management on the level of Vice-Rector for International Relations is missing. The international office is too small for providing support in the field of strategic policy.

## **Remarks concerning scoring**

| <b>OATMI SCORING 2009</b>   |                              |              |
|-----------------------------|------------------------------|--------------|
| <b>Topic</b>                | <b>subject</b>               | <b>score</b> |
| International contacts      | Staff                        | 3            |
|                             | Students                     | 2            |
|                             | University                   | 3            |
|                             | Projects                     | 2            |
| English                     | Website                      | 2            |
|                             | Staff                        | 3            |
|                             | Students                     | 2            |
|                             | Curriculum                   | 2            |
| Infrastructure              | International Office         | 3            |
|                             | Recruitment, Admission       | 2            |
|                             | Incoming Student mobility    | 2            |
|                             | Outgoing student mobility    | 2            |
|                             | Incoming staff mobility      | 2            |
|                             | Outgoing staff mobility      | 2            |
|                             | Budget Internationalization. | 2            |
| Internationalization policy | Policy notes                 | 3            |
|                             | Advice                       | 2            |

### **Strong points, weak points**

#### **Weak points**

- Low level of English at both student- as well as staff level.
- No English taught curriculum which might attract international students.
- Strategy of Internationalization is not clear.
- Internationalization is not yet seen as one of the strategic main goals of this university.
- So far the university was not able to attract enough external funding for internationalization.

#### **Strong points**

- motivated staff on both administrative and faculty level
- active and devoted international office

#### **Best practices**

The delegation has not marked best practices at this university.

# Belgorod State University

|                     |                                                                   |
|---------------------|-------------------------------------------------------------------|
| Date:               | 24 - 26 September 2009                                            |
| Delegation members: | Anna Bayramova, Susanna Karakhanyan, Rob Verhofstad, Peter Rassek |

## **General Observations**

Belgorod State University is a large size, multi profile university, offering all degrees. This university is on the short list to become a National University., showing the high ranking of this university in Russia.

### **University's top level management structure**

There is no a Vice-Rector for International Relations, but three Vice-Rectors including The First Vice-Rector, Vice-Rector for Education, and Vice-Rector for Quality Assurance are responsible for the Internationalization. The head of IRO is authorized to represent his Office at the top management level. The university proves to have a motivated and dedicated top management. The goals are clearly defined and internationalization plays a important role in the strategy. The visit was well prepared and presented. The presence of deans, faculty representatives and even of a TV Team by the round table discussion showed their ambitions.

### **Structure international office**

International Relations Office is small to compare it with the size of the University, but the duties and responsibilities are clearly distributed among the 4 Departments of the Office. Such distribution compensates its size and enhances the efficiency of the Office. Nevertheless, considering the high ambitions in the field of internationalization, it would be desirable to enlarge the staff working in this field.

### **Language**

The lack of proficiency in English for both staff and students can be considered to be one of the main obstacles for further internationalization. However, the University has a clear policy aimed at improvements in this field: academic staff members who are unable to demonstrate a certain level of language proficiency are not accepted to take the vacancies or be reelected, academic staff members are stimulated to publish their woks and articles internationally (it influences the amount of teaching hours and results in other kinds of bonuses, including opportunities for rest, and improvement of living conditions).

The University web-site content is very comprehensive, but only 22% of it is translated into English and there are no PR materials in English.

## **Student mobility**

The delegation noted that the number of incoming exchange-students low, which is surprising taking into account the very good infrastructure of the University and the opportunities they can offer. Furthermore, the number of degree seeking students is not high either, if compared to the total number of the University students

The percentage of Belgorod students going abroad for a study period is high. This university has the highest rates of outgoing student mobility from all participants in this project.

## **Staff mobility**

At this moment there is not much staff mobility if linked to the total size of staff. This might be the result of low English language proficiency among the staff and a lack of motivation. The First pro-rector has the ambition to further increase the staff mobility.

## **Recourses**

The University is successful in attracting state funding as well as in participating in national programs. These extra sources of funding boost the development of the University infrastructure, improving the processes of learning, teaching, and research both at the level of the University as a whole and at the individual level. Despite the large Internationalization budget, still 60% of outgoing student mobility relies on the students' private sources.

## **Curriculum**

In 2009, a few courses in English were introduced. According to the First pro-rector, this university has the ambition to start new master programs, some of them in English. She also pointed out that introducing masters is a huge change by itself. Translating it into English will be the second phase.

## ***Observations concerning Internationalization activities and infrastructure***

### **International student recruitment and admission**

The delegation noted that this is well organized and can be considered a strong point. This university has Pre-University Trainee Centers for foreigners in Brasilia and China. Further centers in Senegal and Argentina will be opened in the near future.

### **Support Service for incoming and outgoing students**

In this field, the services are organized well as well. Mentors are assigned to groups of incoming students. The university organizes briefing- and debriefing meetings for mentors. For outgoing student mobility there seem to be limited

options. Despite the courses of foreign languages there are only few possibilities for students to go abroad, especially for students in English philology (programs with the USA ran down)

### **Strategic policy**

The top management level asks the International Office for advice in matters of internationalization. However, the international office is very small compared to the size of the university. It must be very difficult for the IO-staff to cover all fields of expertise in internationalization. This limits the strategic policymaking right now. The top level management seems to be willing to listen to advice, and the staff of the international office seems to be very competent.

### **International projects**

Until now this university has limited experience with international projects. In cases where the university did participate, they were not leading the project. However, this university will change this practice and will take the initiative to lead international projects.

### ***Remarks concerning scoring***

| <b>QATMI SCORING 2009</b>   |                              |              |
|-----------------------------|------------------------------|--------------|
| <b>Topic</b>                | <b>subject</b>               | <b>score</b> |
| International contacts      | Staff                        | 3            |
|                             | Students                     | 2            |
|                             | University                   | 3            |
|                             | Projects                     | 2            |
| English                     | Website                      | 2            |
|                             | Staff                        | 3            |
|                             | Students                     | 2            |
|                             | Curriculum                   | 2            |
| Infrastructure              | International Office         | 5            |
|                             | Recruitment, Admission       | 5            |
|                             | Incoming Student mobility    | 4            |
|                             | Outgoing student mobility    | 5            |
|                             | Incoming staff mobility      | 5            |
|                             | Outgoing staff mobility      | 4            |
|                             | Budget Internationalization. | 4            |
| Internationalization policy | Policy notes                 | 4            |
|                             | Advice                       | 4            |



The delegation had a very positive overall conclusion about this university. Belgorod State University has a very dynamic top management. Goals are defined in clear terms, and measures are taken to achieve these goals. The University demonstrated “the best practice” on several terms of the self-assessment. It is impressive to see how much they have achieved in only a short period. Internationalization seems to be an important strategic aim. The international office did a fantastic job preparing the round table discussion. The rector opened the meeting, showing that this tempus project is present at the highest level. Besides, several deans of faculties were present. They all were well prepared, and presented their self-categorization. This shows that internationalization is not only a project run by the international office, but it is widely spread through the university, with deans involved.

This university also did quite some work in the field of dissemination. 2 television crews made a report and an interview, as well as a radio program.

### ***Strong points, weak points***

#### **Weak points**

- Low level of language proficiency of teaching and administrative staff and students. This is considered one of the main obstacles for introduction of English taught courses. Only limited printed or website information is available in English.
- Low activity in international grants application;
- Transparency of teaching and learning/recognition of studies – ECTS and Europass Diploma Supplement are not adopted as a base for credit transfer (student mobility) and credit accumulation (learning paths towards a degree); as a result lack of corresponding curriculum design;
- Alumni policy – lack of policy and infrastructure for maintaining close contacts with alumni.

#### **Strong points**

- The system of pre-university training of international students at overseas Centers in Brazil and China – providing Russian language preparatory course before admission to main faculties, recruitment of international students for further study at BelSU;
- Development and realization of joint educational programs leading to international professional qualifications, degrees and double diplomas;
- System of tutorship which ensures support to all university students (including international) – a tutor is assigned to academic groups of students at the Preparatory Department, all Faculties and groups of international students forming Expatriates' Community. They provide all possible support during adaptation period at the Preparatory Department, deal with study issues; arrange extra curricular activities, health care program.

## ***Best practices***

According to the delegation, several elements within the Belgorod State University can be defined as good practices:

- Belgorod State University has a system of bonuses. Those lecturers who publish a certain level and number of international publications in English, are awarded a bonus. Besides a financial bonus (or bonus in form of vacation to the black sea resort or apartments in Belgorod) these lecturers also receive a reduction in teaching tasks as compensation. There is no punishment incentive for those lecturers who fail to publish in English.
- Every year this university awards departments, faculty, and individual staff members with outstanding performance.
- According to the new developed policy, young staff members must show a certain level of English proficiency in order to be re-appointed as a staff member.

# Volgograd State university

|                     |                                                                   |
|---------------------|-------------------------------------------------------------------|
| Date:               | 27 - 29 September 2009                                            |
| Delegation members: | Anna Bayramova, Susanna Karakhanyan, Rob Verhofstad, Peter Rassek |

## **General Observations**

Volgograd State University is a medium sized full university, founded in 1980. It provides education for 14 000 students at 7 faculties. It offers all degrees: Specialist, Candidate of Science, Doctor of Science.

One of the Pro-rectors is responsible for external relations, which also embodies internationalization.

### **Structure international office**

The office for external relations increased this year to 12 people. However, if you look at the international office part of this, then it appears that only 4 people are involved in internationalization (and not all of them full time). The other officers are working for the university press- center.

### **Language**

During the site visit, the delegation noted a low level of English language proficiency on average. However, during the round table discussion we noticed that the staff assesses its own level of English much higher. They make a distinction between passive knowledge of the English level and active knowledge. The University evaluated the average English language proficiency of its staff rather high, as to the self-assessment survey English language proficiency of 27% of administrative staff and 33% of academic staff ranges from weak to near-native.

### **Student and Staff Mobility**

Mobility seems to be rather low for students as well as for staff.

### **Recourses**

Formally there is no internationalization budget, but on ad-hoc basis financial sources are found to cover costs for international activities.

### **Curriculum**

Apart from dedicated language courses, there is hardly any curriculum in English available.

## ***Observations concerning Internationalization activities and infrastructure***

The site visit did not focus on observing international activities and infrastructure. In some cases where the self assessment was incomplete the delegation members asked for additional information.

Even though the University possesses the entire infrastructure necessary to successfully develop their international relations (international office, Vice-Rector for External Relations) there are still some fields that could be improved. The round table meeting showed that the university staff has no clear and impartial assessment of the Internationalization process at the university, at the same time it was felt that the International relations are not within the priorities of the University strategic plan.

## ***Remarks concerning scoring***

| <b>QATMI SCORING 2009</b>   |                              |              |
|-----------------------------|------------------------------|--------------|
| <b>Topic</b>                | <b>subject</b>               | <b>score</b> |
| International contacts      | Staff                        | 2            |
|                             | Students                     | 2            |
|                             | University                   | 3            |
|                             | Projects                     | 2            |
| English                     | Website                      | 2            |
|                             | Staff                        | 3            |
|                             | Students                     | 2            |
|                             | Curriculum                   | 2            |
| Infrastructure              | International Office         | 3            |
|                             | Recruitment, Admission       | 2            |
|                             | Incoming Student mobility    | 3            |
|                             | Outgoing student mobility    | 2            |
|                             | Incoming staff mobility      | 3            |
|                             | Outgoing staff mobility      | 3            |
|                             | Budget Internationalization. | 2            |
| Internationalization policy | Policy notes                 | 2            |
|                             | Advice                       | 2            |

Participants from the round table conference were coordinators internationalization per department. Not all departments were represented, but in total there were about 25 people present. However there was no representation on Rectorat's level, and no deans were involved. The delegation interpreted this as an indicator that internationalization is not yet recognized as a top priority of this university. The different departments talked about their own experiences with internationalization. There seems to be no clear central focus for internationalization on the central level.

Overall we scored Volgograd not very high in the categorization, leaving much room for further improvement.

### ***Strong points, weak points***

During the round table discussion we discussed strong points and weak points and agreed on the following:

#### **Weak points:**

- A low level of English proficiency of both staff and students
- Insufficient motivation among the staff, lack of incentives for entrepreneurs in the field of internationalization.
- Lack of sufficient finances to start internationalization (projects). Lack of experience in grant writing/application of international projects
- Insufficient alignment with other systems of higher education (ECTS among other things)

#### **Strong Points**

- Eagerness of staff and students to learn English, open attitude towards learning, towards change
- Individual staff members are willing to use their contacts for university cooperation
- University Management underestimates that international cooperation must be supported.

### ***Best practices***

The delegation has not marked best practices at this university.

# Yerevan State Academy of Fine Arts

|                     |                                                                                              |
|---------------------|----------------------------------------------------------------------------------------------|
| Date:               | 28 October 2009                                                                              |
| Delegation members: | Inna Kaskova, Juliya Linevych, Olena Tupakhina, Pavel Timachev, Birgit Bruns, Rob Verhofstad |

## **General Observations**

Yerevan State Academy of Fine Arts is a higher educational establishment subordinated to the Ministry of Education and Science of Armenia and the only institution of this kind in the republic. In 2007 the total number of students has overcome seven hundred.

## **University Structure**

Academic structure of YSAFA comprises two faculties – Faculty of Fine Arts and Faculty of Design and Decorative Applied Arts, providing higher education for 8 specialties: painting, sculpture, graphics, drawing, computer design, design, decorative applied art, fashion and theory and history of fine arts. The Academy also possesses branches in Dilijan and Gyumri.

## **Degrees offered**

YSAFA sticks to common European cycle of Bachelor and Master training, offering Bachelor and Master degrees alongside with specific post-Soviet degree of Specialist. For post-graduate education, Candidate of Sciences (Kandidat Nauk) degree is provided. Besides Bachelor and Master training we also offer our students Preparatory courses for all departments.

## **University's top level management structure**

Due to the specificity of its scale, the top management structure of YSAFA slightly differs from that of the higher educational establishments in the post-Soviet area. General coordination is performed by the Rector. He is responsible for quality control, financing, staff workload, student admission, issuing degrees etc., There are two Vice-Rectors at this university, responsible for curricula and accommodation matters.

## **Structure international office**

The structure of international office comprises four positions (the Head, 2 assistants, a person responsible for web-site design and /inserting material, updating the content/; besides a person is going to be involved in International office as a project writer beginning in May 2010. The Head of this office performs general coordination and planning of the whole International educational process, establishes relations with HEI of foreign countries, organizes workshops, conferences and participates in Tempus projects. One of the assistants is responsible for International students handling (taking or prolonging the students' visas) and establishing cooperation with HEI of CIS countries and Russia (in Russian).

The other assistant is responsible for translating different kinds of documents like international programs, projects and also the content of the web-site from Armenian into English and vice versa and establishing cooperation with Institutions of some European countries and USA (in English).

## **Language**

The level of students and staff proficiency in English defined on spot in general corresponds to that mentioned in YSAFA self-assessment study. Though English is included into the curriculum, there are no special services for students willing to improve their level of English. It should also be mentioned that, under the circumstances, the preferable language of internationalization at this university seems to be French.

Nevertheless, English language skills prove to be a hurdle for the internationalization process since the majority of administrative and academic staff as well as students do not possess adequate skills.

Due to rather a high percentage of international students, this university pays great attention to establishing multi-language environment. All the necessary information is translated in at least two languages: English and Russian. The web-site content should be labeled best practice for its English presentation.

## **Student and staff mobility**

This university possesses rather a high level of incoming degree and non-degree students from neighboring countries like Russia, Georgia and Syria. A high percentage of incoming degree-seeking students are of Armenian origin.

Therefore, these incoming students don't have a problem with the language. The university tries to attract other foreign students as well. There is a considerable lack of stable channels for outgoing mobility. There is practicably no outgoing student mobility. The process of organizing staff mobility is on its initial stage.

## **Curriculum**

Due to legislative restrictions, it's impossible to introduce courses in English into the curriculum. There are no joint or double diploma programs and no experience in cooperative seminars or summer schools, although some positive changes have been made in this field via cooperation with Russian Art institutions.

## ***Observations concerning Internationalization activities and infrastructure***

### **International student recruitment and admission**

According to the Ministry of Education politics, this university is able to perform recruitment and admission of international students by its own means, though the applications are issued via the Ministry of Education. With that aim in view, the institution pays great attention to its English representation. The students are settled in hostels appointed by the Academy. Following Bologna declaration, the university issues certificates, diplomas and transcripts in two languages,

Armenian and English. All the incoming students follow the exam policies and procedures common for local students.

### **Support Service for incoming students**

The orientation for incoming students is based on oral greetings, advising, and guidance. A person assigned to the new incoming students leads them through the process of all administrative formalities like visa, and other documents, however, no written regulation and guidance is composed. Considering the specificities of the Academy, each student, has a personal tutor.

### **Service for outgoing students**

There are no special information desks for international affairs in YSAFA or special officer responsible for this task on faculty level. Information concerning academic mobility programs is spread from the international office to the departments and later on to the students. There is no planning for outgoing student mobility; it is done mainly on students' initiative. The international office provides consultations on filling in application forms. Additional services concerning improving language proficiency are available at student's expense. The matter of financing depends entirely on students' capacity; though scholarship is preserved while their staying abroad.

### **Service for incoming and outgoing staff**

Due to modest numbers of incoming and outgoing staff, there is no special welcome centre for the guests. Everything is carried out on individual basis. Counseling is provided by the international office.

### **Strategic policy**

An elaborated strategic plan exists devoted to the increase of international activities on the whole including the increase of numbers of international contacts, international students and staff and outgoing students and staff. The top management level is advised by a very professionally and internationally operating advisor.

### **International projects**

Until 2008, this university had no experience in participating in international projects, not taking into consideration its bilateral contracts with French Art schools. The participation in international projects is still limited but it seems very likely that international contacts will increase as well as participation in more international projects.



## **Remarks concerning scoring**

| <b>OATMI SCORING 2009</b>   |                              |              |
|-----------------------------|------------------------------|--------------|
| <b>Topic</b>                | <b>subject</b>               | <b>score</b> |
| International contacts      | Staff                        | 2            |
|                             | Students                     | 2            |
|                             | University                   | 3            |
|                             | Projects                     | 2            |
| English                     | Website                      | 2            |
|                             | Staff                        | 3            |
|                             | Students                     | 2            |
|                             | Curriculum                   | 2            |
| Infrastructure              | International Office         | 3            |
|                             | Recruitment, Admission       | 2            |
|                             | Incoming Student mobility    | 3            |
|                             | Outgoing student mobility    | 2            |
|                             | Incoming staff mobility      | 3            |
|                             | Outgoing staff mobility      | 3            |
|                             | Budget Internationalization. | 2            |
| Internationalization policy | Policy notes                 | 2            |
|                             | Advice                       | 2            |

The delegation noted that the self-categorization was done in the clear and precise way. Each category was based on the actual data and accompanied by well-grounded arguments. The prior presentation of strategic plan on internationalization 2007-1010 served as a good substantiation of categorization done by the Academy. Two main problems in scoring YSAFA were its size and the specificity of its profile, both making the comparative analysis rather complicated.

### **Strong points, weak points**

#### **Weak points**

- Students and staff have a low level of English language proficiency;
- Lack of experience in project writing and fundraising;
- lack of financial resources for internationalization;
- Low level of outgoing mobility
- The existing resources are not enough to support outgoing mobility.
- Lack of experience of practical interaction with European universities
- No courses taught in English.

### **Strong points**

- Strong support from top management, initiatives in strategic planning, consulting services;
- Experience in international students recruitment and admission.
- English content of the web site, PR materials in English.
- Using qualified experts on internationalization as advisors.
- involvement of students as organizers/volunteers/guides/interpreters/hosts of incoming guests.
- Highly motivated and highly professional staff members committed to internationalization goals.
- Strategic plan for further development comprising very ambitious goals such as: adoption of QA mechanisms, revision of existing curricula, adoption of ECTS, establishing exchange schemes for staff and students mobility, improving the management system of YSAFA.
- Already adopted three-tier system.

### ***Best practices***

- Reliance on qualified advice on internationalization policy by experts of the National Center for Professional Education Quality Assurance.
- Web-site presentation: 80% of materials are available in English.
- International student-recruitment: huge percentage of international students.

## 7. Yerevan State University

|                     |                                                                                              |
|---------------------|----------------------------------------------------------------------------------------------|
| Date:               | 29 October 2009                                                                              |
| Delegation members: | Inna Kaskova, Juliya Linevych, Olena Tupakhina, Pavel Timachev, Birgit Bruns, Rob Verhofstad |

### **General Observations**

The Yerevan State University has made great headway in enhancing its internationalization and is at a propitious moment in time to broaden and deepen these efforts. The quantity of students enlarges every year as well as the quantity of the staff employed. The University has 141 bilateral agreements, predominantly with Europe. The university accepts students from Turkey, Russia, Nigeria, Pakistan, etc. There is a special Preparation Faculty for foreign students. The ECTS-system is being implemented. Yerevan State University is the largest classical university in Armenia, currently hosting up to 18 000 students studying in 20 faculties. Nearly 80% of Armenian students are studying at this university. Over 200 of 1571 lectures possess a doctoral degree, more than 30 of them being academicians of the National Academy of Science in Armenia. Being an obvious leader in the internationalization process among Armenian higher education the Yerevan State University possesses a wide scope of partnerships with European, Asian, and American countries.

### **University's top level management structure**

The university is headed by the Rector who is elected by Academic Council, performs general coordination of all university activities and is subordinated to the Minister of Education. The executing body, the so-called Rectorate, consists of Vice-rector on Educational Activities, Vice-rector on Scientific Policy and International Cooperation, Vice-rector on Students, Alumni and Public Affairs and Vice-rector in Administrative and Economic Issues.

### **Structure international office**

Despite the fact there is a position of Vice-rector in Scientific Cooperation and International Affairs, the international office is subordinated to the Vice-rector for Academic Affairs. The international office is logically divided into three departments - International Cooperation Department, Diaspora Department and Grants Department. Each department consists of 3 officers. While the functions of International Cooperation Department and Grants Department are quite clear and typical, the Diaspora Department is an innovation caused by the specificity of historical and political situation in Armenia. It could be stated that the tasks concerning international students recruiting and accommodation are divided between Diaspora Department and Preparation Faculty for Foreigners. The International Relations Office is in size adequate in relation to the size of the university.

## Language

There was some misunderstanding about the level of English proficiency among the staff. The self assessment contained wrong and incomplete information on several issues among which language proficiency. During the site visits this information was rectified. The overall picture is that the level is much lower than estimated in the self assessment. The information that was gathered during the site visit:

### *Administrative personnel: 2008*

No English: 10%  
Weak level: 50%  
Medium: 20%  
Near native: 20%

### *Academic personnel: 2008*

No English: 15%  
Weak level: 30%  
Medium: 40%  
Near native: 15%

The percentage of people available to speak English differs considerably from faculty to faculty, with humanities being traditionally more successful in that field. There are also additional services for the students eager to improve their level of foreign language: English-speaking club, language and cultural centers etc.

The University produces a large number of PR materials in English. The web-site content is also presented in English that provides an access to the university information to foreign applicants, students and lecturers.

## Student mobility

Yerevan State University shows the highest numbers in the group for incoming students mobility, mainly from neighboring countries: Iran, Syria, Russia, Georgia, and Turkmenistan. At the same time, the percentage of degree-seeking students has not been defined in self-assessment studies. There is also a striking difference between incoming and outgoing student mobility based upon the wrong idea of international exchange process. Students taking part in international mobility programs like IREX, DAAD etc. haven't been included into these numbers and there is no such statistics held in the international office.

## Staff mobility

Figures of incoming staff mobility are comparatively modest in comparison with outgoing numbers. There is also a certain discrepancy between incoming and outgoing mobility flows in tracing the cooperation links with some countries. In the self assessment a very high number of outgoing staff is mentioned (174 in 2008). According to the international office these visits are mostly related to research, conferences etc.

## Recourses

It seems that students of YSU are very active in searching additional sources of financing their mobility besides their own funding. Even the financial support from the faculties is foreseen. There is also rather effective link between business and educational structures, for 11% of students are sponsored by some local

companies. The same tendencies could be seen in case of staff resources. A figure of 31% of staff mobility participants getting financial support from administration clearly illustrates active position of the university towards the internationalization process. Last year the Yerevan State University set a special budget for internationalization purposes that provide certain sum of money to every faculty to meet associated costs. Separate budget item is used to pay up the student's mobility.

### **Curriculum**

According to the self assessment: an enormous part of the curriculum is offered in English, in 2008 no less than 27%. However during the site visit it appeared that hardly any courses are offered in English. Due to legislative restrictions, it's impossible to introduce courses in English (other from EFL) into the curriculum. Despite that, the University has considerable experience in cooperative seminars and summer schools oriented mainly at regional specificity. There are also some joint diploma programs realized within the University.

The ECTS-system is widely introduced into the curriculum and functions to support academic mobility.

### **Recourses**

Until recently there was not really a budget for internationalization. Finances were found on ad hoc basis.

## ***Observations concerning Internationalization activities and infrastructure***

### **International student recruitment and admission**

Due to the fact there are no legislative restrictions or quotas for recruiting international students, the numbers of both degree and non degree seeking foreigners is limited only by the university's capacity and depends on efforts of the international office and preparatory department, working together with PR department while running a recruitment campaign. With that aim in view, advertisement materials are being published in foreign newspapers, though this strategy appears to be ineffective so far. A considerable amount of information concerning study process, prices and accommodation, is available from the web-site. The international office provides all the necessary help for visa and application formalities.

### **Support Service for incoming and outgoing students**

IRO provides counseling and assistance with administrative formalities and housing. Official employment is forbidden for the foreign students in Armenia. Those in need of preparatory courses are being directed to preliminary education department in order to get obligatory level of language proficiency and pass the necessary entrance exams. Tutors are being provided by the faculties under the supervision of IRO. Due to Bologna declaration, all the qualification documents issued by the university should be done in two languages – Armenian and

English. Transcripts are being provided by the international office. There is no separate service or structure responsible for international alumni, though some of them may stay in touch with the university via the student council.

Though there are some stable mobility channels within the limits of bilateral agreements, a vast part of students arrange their mobility individually, though with significant help from the international office. The selection process is done by the faculties, and group counseling is provided by the international office.

### **Service for incoming and outgoing staff**

Judging from self-assessment study, the international office provides full package of the necessary services for incoming staff, though some of them are available only at the guests' expense and rather on individual than on regular grounds.

### **Strategic policy**

It's difficult to judge upon internationalization strategic policy at this university due to lack of materials, but basing upon the previous analysis it can be assumed that lack of planning is one of the weak points for the university. There seems not to be a clear strategic policy behind the bits and parts of the internationalization of this university. However, the Yerevan State University has started with strategic policy in the field of internationalization, outlining aims for the future:

- outline priorities
- have more involvement by faculties
- get involved in more international projects
- participate in more joined master programs
- align to Bologna requirements
- increase mobility (both staff as well as students)

### **International projects**

Project-writing is done by Grants Department of IRO in several stages. First of all, the officers perform monitoring of sources hosting information about grant programs. Secondly, they select appropriate proposals, translate them if necessary and distribute among the structures concerned. Thirdly, they fill in application forms in close cooperation with the faculties. The role of the faculty is generating project ideas and composing scientific part, if necessary. Grants Department is to fit the given ideas to the grant holder requirements, to calculate budget for the project and to submit forms.

## **Remarks concerning scoring**

| <b>OATMI SCORING 2009</b>   |                              |              |
|-----------------------------|------------------------------|--------------|
| <b>Topic</b>                | <b>subject</b>               | <b>score</b> |
| International contacts      | Staff                        | 3            |
|                             | Students                     | 3            |
|                             | University                   | 3            |
|                             | Projects                     | 3            |
| English                     | Website                      | 3            |
|                             | Staff                        | 3            |
|                             | Students                     | 3            |
|                             | Curriculum                   | 1            |
| Infrastructure              | International Office         | 4            |
|                             | Recruitment, Admission       | 3            |
|                             | Incoming Student mobility    | 4            |
|                             | Outgoing student mobility    | 3            |
|                             | Incoming staff mobility      | 4            |
|                             | Outgoing staff mobility      | 4            |
|                             | Budget Internationalization. | 3            |
| Internationalization policy | Policy notes                 | 2            |
|                             | Advice                       | 3            |

### **Strong points, weak points**

#### **Weak points**

- Low number of incoming staff and students;
- Low level of language proficiency
- Strategic policy is still very broad and vague. There doesn't seem to be a clear work plan how to achieve these goals, and when.

#### **Strong points**

- 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
- Participation in many international projects
- Already having achieved a joined master with joint diploma with foreign partner

### ***Best practices***

- Extensive links and support of international activities by Armenian Diaspora from America and Russia.
- Participation in many high profile international projects.



## **Baku Slavic University**

|                     |                                                                                              |
|---------------------|----------------------------------------------------------------------------------------------|
| Date:               | 31 October 2009                                                                              |
| Delegation members: | Inna Kaskova, Juliya Linevych, Olena Tupakhina, Pavel Timachev, Birgit Bruns, Rob Verhofstad |

### ***General Observations***

Baku Slavic University is a state higher educational establishment of humanitarian profile, derived from Baku Institute of Russian Language and therefore being initially engaged in Slavic and Turkic Studies. For the last 5 years the university has preserved the positive dynamics in its development, including numbers of students, staff and international partnership. It has also widened its profile, introducing International Relations faculty.

The process of internationalization has received strong support from the personnel and students community of the University and became widely acknowledged and appreciated. The Baku Slavic University has 32 cooperation agreements with European educational institutions. It accepts students from Turkey, Russia, Nigeria, Pakistan etc. The University actively cooperates with embassies, informational agencies, foreign companies etc. 8 Cultural Centers opened within the BSU provide the possibilities to become familiar with the culture and customs of these countries, to study the languages, organize cultural events etc. They can be considered as a leading force of internationalization process.

### **University Structure**

Academic structure of the university consists of 5 faculties: Philological (Russian Philology, Azeri Philology, Romance-German Philology, Journalism), Pedagogical (Teaching Russian language and literature, Primary school education), International Relation and Regional Studies (IR; Azeri, Russian, Ukrainian, Polish, Bulgarian, Bohemian, Greek, Turkish studies), Translation and Advanced Training faculty.

### **University's top level management structure**

The chief executive officer performing general coordination of the university's work is Rector, appointed by the main decision-making body - Academic Council. The Rector is assisted by 5 Vice-rectors, each being responsible for separate field: Academic and educative activity, Research activity, IR, Extra-curricular and educative activity, Administrative issues and General issues respectfully.

### **Structure international office**

This university seems to have the largest international office within the group of universities participating in this project. The international office consists of 11 officers: the Director, 3 Senior Specialists, 1 Specialist, 3 Inspectors, 3 Office

Secretaries. The international office is subordinated to the Vice-rector in International Relations.

## **Language**

The level of students and staff proficiency in English defined on spot in general corresponds to that mentioned in the self-assessment study. Due to the fact the main profile of BSU are Turkic and Slavonic languages, there are numerous opportunities for the students to study these language groups, while English learning facilities are still in development. Another problem is that, having such a strong competitor in the field of English training as Baku State University, BSU is somewhat deprived of contacts with the embassies and other organization supporting foreign language courses in Azerbaijan. As for the staff language proficiency, it was mentioned among the main problems for internationalization. It is important to note that 80% of academic personnel are not able to speak or understand English. The situation concerning student's proficiency in English does not differ greatly. Language problems block the internationalization process of the University, set measures to staff and students outgoing mobility. Just one course from total curriculum is offered in English.

## **Student mobility**

Since only the mobility done within the limits of bilateral agreements had been taken into consideration, the figures listed by BSU for outgoing mobility are comparatively high for the group. It is evident that the university has strong contacts with Poland and Russia. As for incoming exchange students, the main partner countries in this field are Turkey and post-Soviet countries as those close to Azerbaijan in language and culture.

## **Staff mobility**

Generally, staff mobility is on a low level. Main mobility channels are established with Russia and Turkey, though Polish presence is also comparatively strong. It should be noted that the majority of incoming mobility cases is done within the frames of Linguistic Cultural Centers' activities.

## **Recourses**

BSU provided most precise and transparent calculation in the group, having included into the calculation scheme both the costs received from international students and third parties, IRO staff salaries etc. It is seen from the figures that university pays great attention to the matter of internationalization, though no tendency to increasing financing in this field can be traced.

## **Curriculum**

Due to the specificity of the university's profile, the percentage of the courses taught in English is comparatively high, though these are mainly EFL courses. Considering the fact of weak language proficiency of the staff, courses in English haven't been introduced into curriculum of the International Relations Faculty, though there are no legislative restrictions for such introduction. According to the

data provided by the university, there are no joint or double diploma programs and no experience in cooperative seminars or summer schools, though, according to information gained on spot, some summer school in Azeri studies did take place in the university.

## ***Observations concerning Internationalization activities and infrastructure***

### **International student recruitment and admission**

According to the Ministry of Education politics, BSU is able to perform recruitment and admission of international students by its own means, though the applications are issued via the Ministry of Education. With that aim in view, the institution pays great attention to its English representation, preparing leaflets and website information. Due to the fact that all the hostels of BSU have been occupied by refugees from Nagorny Karabakh, the students are settled in private apartments or in the hotels appointed by the Academy. Following Bologna declaration, BSU issues certificates, diplomas and transcripts in two languages, Armenian and English. All the incoming students follow the exam policies and procedures common for local students

### **Support Service for student and staff mobility**

The international office provides the complete set of services for incoming students. The delegation agreed that the level of service is very impressive.

### **Strategic policy**

The Baku Slavic University has a clear vision of developing internationalization process and makes considerable efforts in introducing strategic planning in this field. At present, two levels of planning international activities can be defined in the university: target analysis on top level (resulting in set of activities from top to bottom) and on spot initiative on faculty level (resulting in approval and support from top management).

### **International projects**

Until 2008, BSU had no experience in participating in international projects, not taking into consideration its bilateral contracts.

## **Remarks concerning scoring**

| <b>OATMI SCORING 2009</b>   |                              |              |
|-----------------------------|------------------------------|--------------|
| <b>Topic</b>                | <b>subject</b>               | <b>score</b> |
| International contacts      | Staff                        | 2            |
|                             | Students                     | 2            |
|                             | University                   | 3            |
|                             | Projects                     | 2            |
| English                     | Website                      | 3            |
|                             | Staff                        | 2            |
|                             | Students                     | 3            |
|                             | Curriculum                   | 1            |
| Infrastructure              | International Office         | 4            |
|                             | Recruitment, Admission       | 5            |
|                             | Incoming Student mobility    | 5            |
|                             | Outgoing student mobility    | 5            |
|                             | Incoming staff mobility      | 5            |
|                             | Outgoing staff mobility      | 5            |
|                             | Budget Internationalization. | 3            |
| Internationalization policy | Policy notes                 | 4            |
|                             | Advice                       | 3            |

Categorization was done almost unanimously due to 95% coincidence with categorization done by the Berlin group. The general overview of international cooperation done by the Deans of the Faculties and detailed review of the self-assessment very clearly illustrated the categorization done by the Baku Slavic University.

### **Strong points, weak points**

#### **Weak points**

- Low level of language proficiency among staff and students;
- Student housing is currently occupied by refugees from Nagorno Karabach.
- Lack of experience of practical interaction with European universities
- Small amount of outgoing and incoming students;
- Unclear management system of cooperation agreements

#### **Strong points**

- Strong support from top management, initiatives in strategic planning, consulting services;
- Well-developed infrastructure of international office;
- Experience in international students recruitment and admission

- Willingness to improve language proficiency among staff
- Good infrastructure in general
- Language and cultural centers: much external funding
- Students are actively involved in internationalization: they volunteer in several fields (as organizers/volunteers/guides/interpreters/hosts of incoming guests)
- Internationalization policy is well integrated in education policy.
- Distinct goals of strategy of internationalization
- Large International Cooperation Office, that demonstrated a strong will and energy to enforce internationalization process;
- 8 Cultural Centers as a driving force of internationalization process;

### ***Best practices***

- Contacts with foreign institutions within the country (Embassies, foundations etc.): huge number of Linguistic Cultural Centers established as a result of such cooperation and providing many opportunities for academic and research work.
- Language and cultural centers: much external funding: these centers function well. And promote internationalization in several ways (attracting incoming staff, internationalization at home, etc)
- Students are actively involved in internationalization: they volunteer in several fields
- Self-development, good arrangement and communication due to students' involvement in international activities

| OATMI SCORING 2009           |                        | Minsk |   |   | Kiev |   |   | Zaporizhzhya |   |   | Belgorod |   |   | Volgograd |   |   | Yerevan Arts |   |   | Yerev.State |   |   | Baku |   |   |  |
|------------------------------|------------------------|-------|---|---|------|---|---|--------------|---|---|----------|---|---|-----------|---|---|--------------|---|---|-------------|---|---|------|---|---|--|
| Topic                        | subject                | S     | A | F | S    | A | F | S            | A | F | S        | A | F | S         | A | F | S            | A | F | S           | A | F | S    | A | F |  |
| International contacts       | Staff                  |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 1 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 2 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 3 |  |
|                              | Students               |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 4 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 5 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 6 |  |
|                              | University             |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 1 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 2 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 3 |  |
|                              | Projects               |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 4 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 5 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 6 |  |
| English                      | Website                |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 1 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 2 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 3 |   |  |
|                              | Staff                  |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 4 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 5 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 6 |  |
|                              | Students               |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 1 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 2 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 3 |  |
|                              | Curriculum             |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 4 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 5 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 6 |  |
| Infrastructure               | International Office   |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 1 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 2 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 3 |   |  |
|                              | Recruitment, Admission |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 4 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 5 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 6 |  |
|                              | Inc. Studnt mobility   |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 1 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 2 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 3 |  |
|                              | Outg studnt mobility   |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 4 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 5 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 6 |  |
| Inc staff mobility           |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 1 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 2 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 3 |   |  |
| Outg staff mobility          |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 4 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 5 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 6 |   |  |
| Budget Internationaliz.      |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 1 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 2 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 3 |   |  |
| Internationali zation policy | Policy notes           |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 4 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 5 |   |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      | 6 |   |  |
|                              | Advice                 |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 1 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 2 |  |
|                              |                        |       |   |   |      |   |   |              |   |   |          |   |   |           |   |   |              |   |   |             |   |   |      |   | 3 |  |

| Categorization                                        | Category 1                                                     | Category 2                                                                                                                                                     | Category 3                                                                                                                                                                                                                                       | Category 4                                                                                                                                                                                                                                 | Category 5                                                                                                                                                                                                                                                                                                                                                                             | Category 6                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>International Contacts</b>                         |                                                                |                                                                                                                                                                |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                      |
| - staff                                               | Contact, if any, are not known to the organization             | Individual contacts by researchers, lecturers, management                                                                                                      | Part of staff mobility according to bilateral agreements                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>A large percentage of staff mobility according to bilateral agreements</li> <li>Approaching balance of in/outgoing mobility</li> </ul>                                                              | <ul style="list-style-type: none"> <li>A modest percentage of staff mobility according to participation in international projects</li> <li>A large percentage of staff mobility according to bilateral agreements</li> <li>Approaching balance of incoming/outgoing staff</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>A large percentage of staff mobility according to participation in international projects</li> <li>Balance of incoming/outgoing staff</li> <li>Part of staff mobility aiming at continuous collaboration with partners.</li> </ul>                                                                                            |
| - students                                            | No student-mobility                                            | Ad-hoc student mobility                                                                                                                                        | <ul style="list-style-type: none"> <li>A modest percentage of student mobility (exchange) is according to bilateral agreements</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>A large percentage of student mobility (exchange) is according to bilateral agreements</li> <li>Approaching balance of incoming/outgoing students</li> </ul>                                        | <ul style="list-style-type: none"> <li>A large percentage of student mobility (exchange) is according to bilateral agreements</li> <li>Modest percentage of student mobility according to participation in international projects</li> <li>The study abroad period is partly acknowledged by the home-university</li> <li>Approaching balance of incoming/outgoing students</li> </ul> | <ul style="list-style-type: none"> <li>A large percentage of student mobility (exchange) is according to bilateral agreements</li> <li>A large percentage of student mobility according to participation in international projects</li> <li>The study abroad period is acknowledged by the home-university</li> <li>Balance of incoming/outgoing students</li> </ul> |
| - university                                          | University holds no bilateral contacts with other universities | There are bilateral contacts, but no bilateral agreements                                                                                                      | A few bilateral agreements (Memorandum of Understanding: MOU), but only some of them active                                                                                                                                                      | Many bilateral agreements (Memorandum of Understanding: MOU), most of them active                                                                                                                                                          | Many bilateral agreements, some of which have ambitious goals for international cooperation, rather than a MOU                                                                                                                                                                                                                                                                         | There are many Bilateral agreements which have clear defined goals according to the strategic plan of the institution.                                                                                                                                                                                                                                               |
| - participation in international projects / consortia | No participation in any consortia or projects                  | <ul style="list-style-type: none"> <li>Participation in 1 or a few international projects,</li> <li>no participation in an international consortium</li> </ul> | <ul style="list-style-type: none"> <li>Participation in 1 or a few international projects,</li> <li>grant holder of a few smaller international projects &lt;€50.000,00</li> <li>Participation in one or more international consortia</li> </ul> | <ul style="list-style-type: none"> <li>Participation in some international projects,</li> <li>grant holder of a few smaller international projects &gt;€50.000,00</li> <li>Participation in one or more international consortia</li> </ul> | <ul style="list-style-type: none"> <li>Participation in many international projects,</li> <li>grant holder of at least one international project &gt;€300.000,00</li> <li>Participation in one or more international consortia</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Participation in many international projects,</li> <li>grant holder of a few international projects &gt;€300.000,00 aiming at the strategic internationalization policy of the university,</li> <li>Participation in many international consortia</li> </ul>                                                                  |

| English                        |                                                                                   |                                                                   |                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |
|--------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - websites/brochures           | Information only available in local language                                      | The most vital information is available in English                | Some of the information is available in English                                                                                  | Half of the information is available in English                                                                                                                                                                           | Most information is available in English                                                                                                                                                                                                   | All information is available in English                                                                                                                                                                                                |
| - proficiency staff            | There is no English proficiency available among the staff                         | A few staff members command English on a basic level              | Some of the academic staff command English on an Advanced level (excluding staff working in the field of the English language) * | <ul style="list-style-type: none"> <li>Some of the academic staff command English on a Advanced level, some on proficient level *</li> <li>Some of the administrative staff commands English on Advances level</li> </ul> | <ul style="list-style-type: none"> <li>More then half of the academic staff working for/with International staff/students/curriculum is proficient in English. *</li> <li>Part of administrative staff is proficient in English</li> </ul> | <ul style="list-style-type: none"> <li>All academic staff working for/with International staff/students/curriculum is proficient in English. *</li> <li>More then half of the administrative staff is proficient in English</li> </ul> |
| - proficiency students         | Hardly any student commands English (excluding students with major in English) ** | A small percentage of students command English on a basic level** | Some of the students command English on an Advanced level **                                                                     | <ul style="list-style-type: none"> <li>Half of students involved in international projects/curriculum are advanced in English**</li> <li>Half of student population command English on basic level</li> </ul>             | <ul style="list-style-type: none"> <li>All students involved in international projects/curriculum are advanced in English**</li> <li>Entire student population command English on basic level</li> </ul>                                   | <ul style="list-style-type: none"> <li>All students involved in international projects/curriculum are proficient in English**</li> <li>Entire student population command English on advanced level</li> </ul>                          |
| - curriculum taught in English | No courses are taught in English *** excluding English language courses           | few courses are taught in English ***                             | >5% of the courses are taught in English ***                                                                                     | >10 of the courses are taught in English ***                                                                                                                                                                              | >20 of the courses are taught in English ***                                                                                                                                                                                               | >30 of the courses are taught in English ***                                                                                                                                                                                           |



| Infrastructure for International students + staff         |                                    |                                                                                      |                                                                                                                      |                                                                                                                                                                                                           |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - Intern. Office                                          | No international office            | Internationalization tasks are mainly executed by individuals, not-institutionalized | There is an IO, but small, and mainly focused on student- and staff mobility                                         | There is a large IO, mainly focused on student- and staff mobility                                                                                                                                        | There is a large IO, focusing not only on student/staff mobility, but on more strategic tasks as well                                                                                                         | Internationalization is supported in a broad range of activities, over-spanning a single IO, also including financial departments, policy/strategic departments etc.                                                                                                |
| - International student recruitment and admission         | No service                         | Ad hoc service, improvising                                                          | Organization, but weak                                                                                               | Moderate organization                                                                                                                                                                                     | Good level of organization                                                                                                                                                                                    | Fully professionalized service                                                                                                                                                                                                                                      |
| - Supporting incoming student mobility                    | No service                         | Ad hoc service, improvising                                                          | Organization, but weak                                                                                               | Moderate organization                                                                                                                                                                                     | Good level of organization                                                                                                                                                                                    | Fully professionalized service                                                                                                                                                                                                                                      |
| - Supporting outgoing student mobility                    | No service                         | Ad hoc service, improvising                                                          | Organization, but weak                                                                                               | Moderate organization                                                                                                                                                                                     | Good level of organization                                                                                                                                                                                    | Fully professionalized service                                                                                                                                                                                                                                      |
| - supporting staff incoming mobility                      | No service                         | Ad hoc service, improvising                                                          | Organization, but weak                                                                                               | Moderate organization                                                                                                                                                                                     | Good level of organization                                                                                                                                                                                    | Fully professionalized service                                                                                                                                                                                                                                      |
| - supporting staff outgoing mobility                      | No service                         | Ad hoc service, improvising                                                          | Organization, but weak                                                                                               | Moderate organization                                                                                                                                                                                     | Good level of organization                                                                                                                                                                                    | Fully professionalized service                                                                                                                                                                                                                                      |
| - Budget for Internationalization (excluding staff costs) | No budget for internationalization | Ad hoc financing of international activities.                                        | Partly still ad-hoc financing of international activities, but a vast percentage is part of the universities budget. | <ul style="list-style-type: none"> <li>• Internationalization budget enables the international activities as planned.</li> <li>• Moderate extra means are received from international projects</li> </ul> | <ul style="list-style-type: none"> <li>• Internationalization budget enables the international activities as planned.</li> <li>• Considerable extra means are received from international projects</li> </ul> | <ul style="list-style-type: none"> <li>• A vast budget, indicating that internationalization is taken as of major importance of strategic policy.</li> <li>• Large external funds are received, sum of which exceeds the budget of internationalization.</li> </ul> |

| Internationalization Policy |                                                                                                                                                 |                                                                                                    |                                                                               |                                                                              |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy notes                | There is no internationalization policy                                                                                                         | No policy notes, decisions are made by decision makers based on own insights, rather than planning | Internationalization is planned in modest policy notes                        | A large part of the policy is planned for.                                   | <ul style="list-style-type: none"> <li>- Internationalization policy is partly designed at the highest management level of the university.</li> <li>- Only in a few cases the internationalization policy is being evaluated</li> </ul> | <ul style="list-style-type: none"> <li>- Internationalization policy is designed at the highest management level of the university.</li> <li>- Internationalization takes place according to the designed policy, rather than merely following external developments, requests for participation etc.</li> <li>- There is a clear policy evaluation</li> </ul> |
| Advising role               | <ul style="list-style-type: none"> <li>- No advising on internationalization</li> <li>- No experts on internationalization available</li> </ul> | Decision makers make their own decisions ad hoc without consulting with experts.                   | In some cases decision makers make their decisions based on advices by the IO | A few staff members are occupied with designing internationalization policy, | In most cases the university decision makers are advised by qualified experts on internationalization                                                                                                                                   | The university decision makers are in all cases advised by qualified experts on internationalization                                                                                                                                                                                                                                                           |

## Delegation members per university:

|                     | Minsk | Kiev | Zaporizhzhya | Belgorod | Volgograd | Yerevan Fine Arts | Yerevan State University | Baku |
|---------------------|-------|------|--------------|----------|-----------|-------------------|--------------------------|------|
| Anna Bayramova      | X     | X    | X            | X        | X         |                   |                          |      |
| Susanna Karakhanyan |       | X    | X            | X        | X         |                   |                          |      |
| Birgit Bruns        | X     | X    | X            |          |           | X                 | X                        | X    |
| Peter Rassek        |       |      |              | X        | X         |                   |                          |      |
| Rob Verhofstad      |       |      | X            | X        | X         | X                 | X                        | X    |
| Olena               |       |      |              |          |           | X                 | X                        | X    |
| Pavel Timachev      |       |      |              |          |           | X                 | X                        | X    |
| Inna Kasova         |       |      |              |          |           | X                 | X                        | X    |
| Juliya Linevych     |       |      |              |          |           | X                 | X                        | X    |