



ICI Self-Assessment Tool and Guidelines

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Annex to the ICI Framework

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Introduction

The focus of the ICI project is on the student experience in internationalisation. The purpose of the self-assessment is to support institutions reflect on their **systemic approach to inclusive internationalisation** (reaching every student), to understand its strengths and weaknesses, and to explore opportunities to enhance the quality of education. This includes fostering inclusive internationalisation by increasing the institutional awareness of negative (un)intended outcomes, mitigating against any unintended negative systemic outcomes, and enhancing its positive intended outcomes.

We have chosen for the term '**specific student group**' because we did not want to label any group according to a specific trait or category that implicitly refers to a deficit or portrays students as outsiders. In this context, it is important to take the student's **selfidentification** with any one group as starting point. Moreover, students may identify with more than one group. That being said, the university, in its organisation and management, is geared to its **traditional student body**. This group of students usually forms the dominant majority and is better equipped to understand how things function and navigate the system accordingly. The traditional dominant majority is also considered a specific student group. Examples of specific student groups are included in the guidelines (page 10).

The **self-assessment** consists of two Parts and results in **a single** report on the institution's ambition regarding inclusive internationalisation (Part1) and how this is functions on practice (Part 2). Part 1 of the self-assessment tool involves desk research on the institutional or departmental units and their stated intentions. The outcomes of Part 2 of the



selfassessment tool reflect the perspectives and experiences of the Participants in interviews or focus groups. For this reason, the document analysis and the interview follow the **same structure**, based on the six dimensions of the ACE model for comprehensive internationalisation. In the final step of the fieldwork, the outcomes of the document analysis will be **cross-referenced with** the outcomes of those from the interviews and focus groups.

To engage in a fruitful self-assessment of the inclusivity of internationalisation at your institution, it is suggested to include **a diversity of roles** in the ICI Core Team that will be carrying out the self-assessment in the institution. The developers of this self-assessment tool worked with a team consisting of students, academic staff, international office staff, an educational developer and a blended learning expert.

Part 1 of the self-assessment

The aim of part 1 of the self-assessment form is to analyse the university's **current approach** to inclusive internationalisation. In this section, the current **institutional goals, objectives, and measures** for providing all students with an international learning experience is described. Additionally, it is necessary to explain how the implementation and impact of the strategy, along with its related policies and practices, are **monitored** using a **plan-docheck-act management cycle (PDCA cycle)**. The self- assessment further aims to identify who is involved in the development, decision making, and the monitoring of the strategy. It includes six sections, inspired by the Comprehensive Internationalisation model (ACE,

n.d.) as outlined in the ICI Framework (page 11 of the ICI Framework).

Part 1 refers to the stated strategic intent in the ICI Framework, including how its implementation and impact are monitored, and aligns to **the desk research section** in the Guidelines. Universities operate in different regional and national contexts, each with their own strategic priorities, social contexts, and diversity issues. This means that inclusive internationalisation must be **considered in that specific context**.

The strategic intent is analysed through a document review of the **example documents** listed in the guidelines (see Section 2). This desk research preferably **precedes** the



interviews or focus groups. The findings from the desk research are then further explored during the interviews and focus groups. This allows for cross-referencing between the stated position of the Partner institution and the perceptions and experiences of its stakeholders.

The Part 1 of the tool comprises six sections with a total of 26 open-questions. Each section starts with an explanation, followed by an outline of the information we aim to collect relevant to encourage the **institutional reflection on inclusive internationalisation**. Part 1 concludes with an open question where you can add any additional information relevant to the ICI project. It is recommended to keep the institutional report concise **with clear references to** the specific strategy and policy documents.

Part 2 of the self-assessment

Part 2 of the self-assessment tool explores the **perceptions and individual experiences** of a diverse group of stakeholders, involved or impacted by the university's approach to inclusive internationalisation. The **target groups** for the interviews or focus groups typically consist of students, academic and administrative staff, educational developers, international office staff, and blended learning specialists.

The **interview protocol** includes the same six sections as described in Part 1. Each section starts with an **explanation**, followed by an indication of which information we aim to collect to encourage institutional reflection on inclusive internationalisation. For some questions **additional prompts** are provided. This protocol can be used in both individual interviews and with focus groups. Focus groups offer the advantage of allowing participants to learn and inspire each other. In some instances, individual interviews may be more appropriate for reasons of safety or efficiency related to a specific stakeholder perspective. Tips for selecting participants are included in the guidelines (page 8).

There are 25 questions for students and 35 questions for staff. Not all questions may be equally relevant for each target group. When preparing for an interview or focus group, **consider which parts are most relevant for a specific interviewee** and select the most appropriate questions that are appropriate for this target group. In **student interviews** or **focus groups** you may consider **changing the order** of the questions, addressing pillar 3 first



before moving to pillar 2. This is further explained in the Protocol for the interviews or focus groups (page 22). When recording the interview or focus group, **note the time at each the beginning and end of a section**. This will allow for quick reference to the various sections during analysis and help you keep track of the time.

Guidelines for conducting the self-assessment

These guidelines for self-assessment aim to support institution in conducting fieldwork (selfassessment Parts1 and 2) at their own university. Self-assessment requires a non-judgmental approach, focussing on listening to understand and fostering stimulating reflection on daily practices and experiences within the own institution, while being sensitive to the diverse backgrounds of the Participants. These guidelines contribute to a high-quality, inclusive and comprehensive approach to self-assessment. Figure 1 outlines the five steps for conducting the self-assessment.

Figure 1 planning the field work.



Based on the experience of the ICI project, preparing and completing the self-assessment takes five to six months.

Step 1: Plan

Ensuring support from leadership

To ensure the outcomes and recommendations from the self-assessment adoption by the institution, engagement of the leadership is essential. Discuss with the leadership how they perceive their role in supporting the project, and how they would like to be kept informed.

Preparation of the ICI Core Team carrying out the self-assessment

Before carrying out the self-assessment, the ICI Core Team should identify their own strengths and weaknesses. Suggested questions include:



- Who possesses the research skills and expertise in conducting research, particularly in interviewing, facilitating focus groups, and analysing data? If necessary, practice interview skills and focus group facilitation with one another.
- Who has the communication skills to engage participants and share the ICI mission and vision with the appropriate stakeholders within the institution?
- Who has the organisational skills to manage the self-assessment, the ICI training, and its institutional follow-up?
- Who has relevant formal and informal networks within the institution, and how can they be mobilised for the project's purpose? If necessary, engage with any relevant networks that may be lacking. These skills are relevant to assure the inclusivity of the self-assessment.

Interviews or focus groups?

Consider how the data or information within Part 2 of the self-assessment can be best collected. The goal is to explore the perspectives of a wide range of stakeholders to understand the variety of lived experiences at the institution and to uncover potential hidden messages or institutional blockers to inclusive internationalisation. For some stakeholders, focus groups might be helpful to uncover these. For other stakeholders, individual interviews may be more effective in revealing these insights, while for others, individual interviews might be more suitable. Regardless of the option chosen, creating a safe environment is essential to encourage openness and freedom of expression among participants. The interviewer's role is to facilitate a conversation between the participants using appropriate prompts rather than adhering strictly to a fixed set of questions.

An important benefit of conducting a focus group discussion is that it allows for the inclusion of significant topics that the researcher (in this case, the ICI project) may not have initially considered. Additionally, participants can find it valuable to engage in discussions with their peers from the institution and gain immediate insights. However, a disadvantage is that organising a focus group can be time-consuming, particularly when working with individuals who have busy schedules.



In addition, flexibility in the setup of the fieldwork is important, as participants may not always be able to join a focus group, for reasons of efficiency, while others might join spontaneously. **Ensure that participant data is recorded accurately.**

Ethical approval

Ethical guidelines may vary, depending on the institutional context. Generally, two types of consent are required from participants:

- Consent to participate in the research
- Consent to give (sensitive) personal information

Additionally, to use the information collected in the final institutional report, the anonymity of individual participants must be guaranteed. Participants must also be informed about how their data will be stored and for how long. It is advisable to review the own institutional policies regarding these and other ethical and general data protection rules.

Step 2: Desk research

A good starting point to explore an institution's inclusivity of internationalisation is to identify relevant documents and resources. It is important to define a clear focus, whether on the entire institution, a specific faculty, or a particular study program. When opting for a smaller focus, ensure that key documents and resources at the institutional level are not overlooked. Within the chosen focus, examine relevant offices, projects, and processes.

Examples of documents and resources include:

- Internal policy documents on internationalisation within the institution, faculties and specific study programs
- Overall institutional strategy. Are internationalisation, inclusion or inclusive and comprehensive internationalisation integrated in the strategy?
- Internal diversity and inclusion policies that reference internationalisation
- Institutional websites with information for international students and staff
- Institutional websites with information for outgoing students and staff



- Curricula for (international) degree programs
- Brochures and informational material provided by the institution for incoming and outgoing students and staff

After collecting the documents and resources, consider the following elements:

- **Authorship:** Who wrote the documents?
- **Audience:** For whom are the documents intended?
- **Timeline:** When were the documents written? Are there multiple updated versions?

The self-assessment tool for desk research can be found in Chapter Three of this annex.

Use the tool's questions to create an overview of the institution's available documents and resources on internationalisation. Questions may be added or skipped. Guidance on how to analyse this overview is described in Section five of this annex. The outcomes from the desk research will serve as the input for the interviews and focus groups of Part 2.

Step 3: Participants

Identifying and approaching participants

One of the key actions of the self-assessment is interviewing stakeholders, to gain insights into the lived experiences around inclusive internationalisation at the institution. It is important to select the right people for the interviews. Roughly, the participant can be divided in five categories:

1. People who create the institutional policy on internationalisation (e.g., policy makers, project groups, task forces, think tanks, leadership)
2. People who decide on the institutional strategies and policies on internationalisation (e.g., institutional board, (student) councils, deans, department heads, committees)
3. People who implement or work with the institutional policy on internationalisation (e.g., teachers, international officers),



4. People who are affected by the institutional policy on internationalisation (e.g., students)
5. People who are potentially underrepresented by the institutional policy on internationalisation

Points to consider when selecting the participants:

- People can take on various roles (e.g. academic and leadership)
- It is beneficial to first invest time in mapping relevant Participants before approaching them.
- Consult with colleagues to identify potential participants who may be unknown to you. This helps avoid the usual suspects and ensures a wide range of experiences and perspectives
- Explore relevant (grassroots) student networks present in the institution
- Consider which ICI Core Team members conduct interviews or focus groups. Interviewing someone with a completely different position can help question certain viewpoints and assumptions that are easily taken for granted Conversely, when interviewing people in specific roles it can be useful of even necessary to have knowledge and experience with the system. Be mindful of institutional hierarchies and culture.

Fill out the overview below (or a comparable one) about the Participants:

Name	Position	Involvement with (inclusive) internationalisation	Contact details



Privacy and consent

- For some Participants you can guarantee anonymity in the final reports, for others, this will be more difficult, since there is only one or a few individual(s) with that position. Consider this and communicate clearly with the interviewee.
- Discuss with the interviewee which information about their position can be included in the reports.
- Make sure you are informed about the privacy procedures concerning research in your institutions. See also the section on ethical approval above, and consult the ethics and integrity officer. Use the designated forms for your interviewees to be signed

Communication

Get together with the ICI Core Team and discuss:

- How and who should approach different stakeholders (tone of voice and medium, such as email, conversation, or online postings?)
- What should be included in the invitation?
- Test the invitation to check whether it resonates with the different stakeholder groups.
- Collaborate on a standard email for everyone to use and adjust.

Focus groups

When deciding on focus groups, consider the following:

- For which group of stakeholders will it be particularly interesting to interview them in a group?
- For which group of stakeholders will it be realistic to conduct interviews in a group setting (think about availability, privacy)?
- Is it interesting to have a focus group with similar interviewees (e.g. students, teachers) or to have a mixed focus group in which different perspectives are exchanged? Consider that some students may not feel comfortable discussing openly among teachers or leadership.



- When organising a focus group, make participation attractive. If it is held at the end of the workday, provide drinks and snacks, for instance.

Examples of specific student groups

In support of the self-assessment, we have listed **some examples** of specific student groups, networks or platforms that students may identify with. Some of these categories may have been identified by law, others by the institution. In some instances, universities may be forced by law to collect this data and include it in the student administration for monitoring purposes; other universities may be prohibited by law from collecting this data.

This list provided below is not exhaustive and serves for illustration purposes only.

- Gender
- Disability
- Orientation (LGBTQ+)
- Ethnicity
- First-generation students to university
- Socioeconomic background
- Nationality
- Religion
- Student as a carer/provider/parent
- Other ...
- I don't identify with any of these categories
- Prefer not to share

Step 4: Interviews and focus groups

Before starting the interviews or focus groups, review the outcomes of the self-assessment tool from Part 1, and decide which outcomes of the desk research are the most relevant to discuss.

The field work in Part 2 is an iterative process. Make sure to frequently review and discuss within your ICI Core Team how it is progressing. What is going well? Are there any aspects that you should and could adjust? For example, consider searching for different



documents in desk research, approaching different interviewees or focus group Participants, using a different interview or focus group setting.

Interviews

How to do the interview?

1. Discuss with all the ICI Core Team members responsible for conducting the interview. Read these guidelines together to ensure everyone is on the same page.
2. When conducting an interview, create a safe environment for the participants express their thoughts freely. Choose a setting with minimal distractions.
3. Inform participants that all information will be treated confidentially, that they can stop the interview at any time, and that there are no risks or consequences in participating for their academic performance or employment.
4. Record the interview using recording device. Make sure you test the recording device in advance and that you have enough storage to record the whole interview. Next, decide if you want to make notes to give a summary at the end of the interview. If you make notes, make sure to maintain eye contact.
5. Introduce the interview to the Participant.
 - Begin by explaining the purpose of the interview
 - Outline what you would like to discuss, ask for permission to record the interview
 - Provide an estimate of the interview's duration
 - Ask the interviewee to self-identify (e.g., her, them, himself).
6. Determine which topics you would like to begin with, based on the outcomes of the desk research and the person you're interviewing.
7. Ask the relevant questions from part 2 of the ICI self-assessment tool. Ask one question at a time. Encourage the interviewee's responses (e.g., by nodding your head, or giving verbal cues like humming). Select the most relevant questions. Don't worry if you only manage to cover part of them—the main goal is to gather useful insights.
8. When changing from topics, provide transitions between the topics. E.g. say: we've been discussing this topic for a while, and I would like to move on to another topic.



9. End the interview by summarising the interviewee's responses to the topics. Ask if they would like to add anything further. Inquire if they'd like to receive the results and let them know that they can contact you any time with additional questions. Ensure they have your contact details. Make sure to thank the interviewee before concluding the interview.
10. After the interview, write down any specific observations you made during the interview. For example, did the interviewee become nervous or excited while discussing specific topic, or did you notice any other changes during the interview? This information could be useful.

Example introduction

"Thank you for Participating. My name is {insert name} and I'm a {role in ICI Core Team} for the Inclusive Comprehensive Internationalisation project. This project focuses on enhancing inclusivity ensuring that every student has an equity of opportunity to benefit from it and involves all university stakeholders. I will be asking you questions about your views on various topics that relate to inclusive internationalisation. The topics we will discuss include institutional commitment and policy, leadership and structure, curriculum and cocurriculum, faculty and staff support, mobility, partnerships, and networks. Please feel free to share any thoughts that come to mind; all information will be treated confidentially. You may stop the interview at any time, and there are no risks or consequences for participating. The interview will take around 45 – 60 minutes. May I record the interview?"

Focus group

How to conduct a focus group:

1. Decide on a number and combination of participants for the focus group. Typically, a group of four to six participants creates a setting where individuals can inspire one another and still having enough space to contribute.
2. Discuss within your ICI Core Team each member's role (e.g., leading the discussion or taking notes).
3. Determine within your ICI Core Team which outcomes of the desk research would be valuable to discuss further in the focus groups.



4. When recording the focus group, ensure that you test the recording device in advance and have enough storage to capture the whole discussion. A video camera can also help identify who said what during the conversation.

If your ICI Core Team determines that a video camera may inhibit participants from speaking freely, you can opt to use a voice recorder instead (ensure compliance with GDPR). In that case, you can ask participants to state their names when speaking to make it easier to distinguish voices during data analysis.

Extra training

- Discuss if facilitators would benefit from training or practice in leading a focus group.
Watch this video: <https://www.youtube.com/watch?v=VSwTvkTsOvl>

Step 5 Evaluation:

In this section provides guidance on how to make sense of findings from the selfassessment.

Analysis and interpretation of Part 1

The desk research provides an overview of strategies, policies and practices at the institution. To assess whether consideration is given to including or reaching all students in internationalisation, this overview is analysed using the following question:

- Are any concepts related to inclusion, diversity, equality, equity mentioned in the document?
- Are any concepts related to the dimensions of inclusivity described in the ICI framework, such as influence, attitude, transparency.

This analysis results in an overview of the stated intentions and claims an institution makes regarding inclusive internationalisation for students. This overview serves as input for the interviews and focus groups. ***Analysis and interpretation of Part 2*** Two steps guide this phase.



- Identify the key themes emerging from the interviews and focus groups. This is by accomplished through inductive thematic analysis for each pillar within the framework. Additionally, for each theme, selected quotes are lifted from the findings to illustrate a specific theme. This results in an overview of the blockers and enablers of inclusivity for each pillar, as experienced by the participants in Part 2 of the self-assessment.
- Identify and note examples of enablers, blockers or hidden messages regarding inclusive internationalisation for each of the six pillars.
- These lived experiences are then compared to the stated claims for inclusivity that emerged from the desk research in Part 1.

Evaluation of inclusivity for each pillar in the framework

- The outcomes of the comparison are then interpreted based on the dimensions and drivers of inclusive comprehensive internationalisation described in the framework. This leads to an overview of inclusivity in internationalisation for each of the pillars within the framework.

Validating the outcomes

After analysing the findings, the results should first be discussed within the ICI Core Team:

- Which information stands out, is surprising?
- What are the enablers and blockers within each of the pillars?
- How will the results be communicated to the participants?
- How will the results be communicated to the wider institution community?

Second, the results are shared with the Participants for further feedback and comments.

The same questions described above can be used for this

- Which information stands out, is surprising?
- What are the enablers and blockers for each of the pillars?
- Any additions or changes?



Third, communicate the outcomes to the leadership and the wider community to get further feedback and engage the institution in the critical dialogue referred to in the definition of inclusive comprehensive internationalisation.

What's next?

Based on the self-assessment of the institution the ICI training program has been developed by the ICI project to acquire skills and knowledge for enhancing the quality of education and promoting inclusive comprehensive Internationalisation.

INSTITUTIONAL SELF-ASSESSMENT

Part 1 Institutional data

Name

Country

Type ... research or applied

Comprehensive (which areas of study / research)

Number of students

Pillar 1 CI Institutional commitment and policy

Inclusive internationalisation requires priority in an institution's strategic plan. In the self-assessment we look at the explicit commitment to inclusive internationalisation by institutional leaders. Questions further include how strategies and policies are aligned to systematise this institutional commitment, and how is ensured through the planning, implementation, and monitoring of the institutional commitment that inclusive internationalisation extends beyond a public statement. For some HEIs this commitment is Part of the institutional strategy, others might have included their commitment to inclusivity explicitly in a separate international strategy.

In this section we examine both the mission and vision of the university of the overall institutional strategy along with the international strategy of the university, and how these include specific student groups in internationalisation. Please note that the focus is on students and their experience of internationalisation.

1. Institutional mission and vision:

Insert text here (max 100 words):



2. How does the overall Institutional Strategy (IS) address inclusivity? Describe its stated goals, objectives and related policy measures and activities.

Please list the goals, objectives, and measures per dimension of the ACE model of comprehensive internationalisation. This will help to create a systematic overview of the overall institutional strategy and make it comparable to the self-assessment of other institutions. If one or more dimensions are not applicable to your university, you can leave that dimension out.

3. Which specific student groups are considered in the overall IS and how are these groups identified? List any inclusion targets formalised in the overall IS.

You can refer to the list provided in the preamble for examples.

4. Internationalisation mission and vision

Insert text here (max 100 words):

5. How does the Internationalisation Strategy address inclusivity? Describe its stated goals, objectives and related policy measures and activities.

Please list the goals, objectives, and measures per dimension of the ACE model of comprehensive internationalisation. This will help to create a systematic overview of the internationalisation strategy and make it comparable to the self-assessment of other institutions. If one or more dimensions are not applicable to your university, you can leave out that dimension.

6. Which specific student groups are considered in the International Strategy and how are these groups identified? List any inclusion targets formalised in the international strategy.

You can refer to the list provided in the preamble for examples.

7. List which resources – if any – are earmarked / allocated to international activities aimed at specific student groups?

8. Communication: How are students informed regarding international learning opportunities? How are specific student groups considered in this process?



Pillar 2 Leadership and structure

Leadership and structure refer to the systemic elements of the university organisation and the management actions that aim to ensure internationalisation is / becomes inclusive. Here we look at two points. First, how it is ensured (at a systemic level) that the strategy and policies are implemented and monitored on their outcomes and impact. In other words, which plan-do-check-act (PDCA) management cycle is in place in support of the continuous and critical dialogue? Secondly, what influence do specific student groups have and how are they included in the decision making?

In this section we look at the systemic elements of the university management (leadership, structures, and actions) to ensure internationalisation is / becomes inclusive and how the student voice is considered in the associated PDCA cycles

9. Describe the PDCA management cycle by which the implementation and impact are monitored of the policies and practices aimed at providing every student with an international learning opportunity. Which quality assurance mechanisms are in place to monitor whether the intended outcome(s) or targets are achieved? Also include the monitoring of the effectiveness and appropriateness of the communication on international learning opportunities.

An example of a mechanism is a student (satisfaction) survey. Another example is performance management with targets and / or key performance indicators.

10. Describe how the impact / contribution of the earmarked resources is monitored (PDCA) (How effective is this resource allocation to enhance inclusive internationalisation?).

11. How are specific student groups involved in the PDCA cycle?

- Which specific student groups are identified, and by whom?
- How is their Participation in international activities monitored? In case data are available, is their Participation proportionate?
- How are they involved in the decision making on strategies, policies and practices aimed at inclusive internationalisation?
- How are they involved in the development (co-creation) of inclusive strategies, policies, and practices?

Pillar 3 Curriculum and co-curriculum

The curriculum is the central pathway to learning for all students regardless of their background, goals, abilities. An internationalised curriculum ensures that all students are exposed to international and global perspectives, that they can build intercultural competence, and that these are included in institution's learning outcomes, teaching and learning activities and assessments.



In this section we look at policies and measures (at institutional level) aimed at internationalisation of the curriculum at home, which refers to the formal curriculum (the study programme); the informal curriculum (social activities, student organisation, the relationship between lecturers, admin staff and students) and the administrative and support services (i.e., student admin and wellbeing, international office, library, sports). Which pedagogical approaches are in place which engage all students in international learning opportunities? How is their implementation and impact monitored? Collaborative online learning (COIL) is considered in the ICI project as Part the formal curriculum.

This information may be found in the institutional strategy, the international strategy or a strategy for teaching and learning. These strategies point to a systemic approach. When these strategies don't address the questions below it might point to some blind spots within the university.

Formal curriculum

12. How is ensured that diversity is transformed into learning (Alignment of Intended Learning Outcomes (ILOs) & Teaching and Learning activities (TLAs) and Assessment).
13. How is ensured that international learning aimed at all students is included in the study programmes?

Consider how international learning is embedded in ILOS, TLAs and Assessment, of the pedagogical approaches intentionally designed to achieve this, and the in the quality assurance process that monitor the implementation and impact of these approaches.

14. How it is ensured in the delivery of the curriculum that all student voices are heard, and different perspectives equally debated?

You can think of specific measures to include all student voices and of mechanisms in the quality assurance process that monitor the implementation and impact of these measures.

Informal curriculum

15. Which policies and practices are in place to ensure that social and sports activities speak to all students? How are these policies and practices included in the PDCA cycle?

You can think of specific measures to ensure activities speak to all students, and of mechanisms in the quality assurance process or the P-D-C-A management cycle that monitors the implementation and impact of these measures.



Administrative and support services

16. Which policies and practices are in place to ensure all students can effectively access and engage with the administrative and support services? How are these policing and practices included in the PDCA cycle?

You can think of specific measures to facilitate access and engagement and of mechanisms in the quality assurance process or the P-D-C-A management cycle that monitors the implementation and impact of these measures.

Pillar 4 Faculty and staff support

As the primary drivers of inclusive internationalisation, faculty and administrative staff play a pivotal role in student learning. To support staff institutional policies and support mechanisms need to be available for **continuing professional development** and for opportunities to develop **their own intercultural and language competencies**.

In this section we explore how lecturers and administrative staff are supported in implementing inclusive internationalisation. For a comprehensive approach, it is essential that all staff engage with internationalisation and enhance their competencies for working in an internationalised university context.

You can consider specific measures to enable this category of CPD, as well as mechanisms in the quality assurance process or the PDCA management cycle that monitor the implementation and impact of these measures.

17. Which policies and practices are in place to engage all staff in (inclusive) internationalisation?
18. What continuing professional development (CPD) opportunities are available for staff related to internationalisation, intercultural competence development, or inclusive internationalisation aimed at providing all students with an international learning experience?
19. If you have any data on the uptake of this CPD, please share these here.
20. What other opportunities are available for CPD, such as an annual personal budget for training, conferences or other activities?
21. How are policies and practices regarding CDP included in the PDCA cycle?



Pillar 5 Mobility

Mobility refers to both the outward and inward physical movement of people (students, faculty, and staff), as well as programs, projects, and policies, to off-campus communities and other countries for learning, professional development, or collaboration.

In this section we examine how outgoing mobility is made accessible to specific student groups and how incoming mobility is embedded in the curriculum to reach all students. Mobility opportunities for staff are included in pillars 4 and 6.

You can consider specific measures to enhance participation in mobility and the integration of international students, and of the mechanisms in the quality assurance process or the PDCA management cycle that monitor the implementation and impact of these measures.

22. Which specific policies and practices are in place to ensure every student has the opportunity to Participate in a mobility experience? If you have any data about the uptake of mobility by identified student groups, please share it here.
23. How are specific student groups involved in the creation and decision-making on these specific policies and practices?
24. How are mobility opportunities, as well as these specific policies and practices, communicated to the specific student groups?
25. How are these policies and practices incorporated into the PDCA cycle?

Pilar 6 Partnerships and networks

“Partnerships and networks, both internal and external, can be local or international, primarily transactional, or they can generate new ideas and programs that span all Partners. These relationships—essential to comprehensive internationalisation—bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues. They provide global and intercultural experiences for faculty, staff, and students; expand research capacity; enhance the curriculum; generate revenue; diversify knowledge production; and raise the visibility of institutions domestically and globally.”

In this section we examine participation in formal and informal networks that promote inclusive internationalisation, the activities of these networks, how opportunities and outcomes are communicated, and who has access to them.

26. How does the university leverage partnerships and networks to enhance inclusive internationalisation, ensuring it reaches every student?



27. Which students have access to these opportunities, how have they been involved in their development (co-creation) and decision-making of these opportunities, and how are these opportunities communicated to specific student groups?

Any other remarks

Please insert text here. Max 250 words.

This institutional / departmental desk research results in an overview of the strategic intentions and policies on how the institution aims to offer international opportunities to every student, regardless of their background, orientation, or social economic status. Step 5 of the guidelines offers some suggestions for analysing and interpreting the findings.

Part 2: Protocol for the interviews or focus groups

Introduction to the interview or focus group (see guidelines)

In cases of time constraints or data saturation, select the most relevant questions from this protocol. The outcomes of the desk research are expected to offer initial insights into which topics might be most pertinent to the own institution.

*To establish trust with the interviewee(s) and make them feel at ease, introduce the project by explaining its purpose and method). For the guidance of this introduction please refer to the Guidelines. Inform the participants of the **expected duration of the interview (45- 60 min) or focus group (120 min)**.*

*Before starting the interview or focus group, participants need to complete a **consent form**. This form needs to comply with **the General Data Protection Rules**. It is advisable to use a format from your own institution. The guidelines provide additional information on ethical approval (page 6).*

*Collect the name and affiliation of the interviewees on paper (e.g., Participant list) and if possible, ask Participants **to self-identify** with a specific student group. Examples are provided in the guidelines (page 9) Please note self-identification should only be done on paper or another format before starting the recording.*

*Ask for **consent** to record the interview or focus group and document this either in writing (participant list) or at the start of the recorded interview. Instruct participants to avoid*



saying names, providing any sensitive information, or referring to (identifiable) third parties during the interview. You should turn off recording if this happens.

Start recording and regularly check that the recording is still active.

Personal data of interviewee(s)

1. What do you consider your primary role: Student, academic staff, educational developer, administrative staff, ICT learning specialist, international office staff, or university leadership?
2. How do you define inclusivity and inclusive internationalisation?
3. What motivated you to participate in this interview or focus group on inclusive internationalisation?

Pillar 1 CI Institutional commitment and policy

Inclusive internationalisation requires priority in an institution's strategic plan. In the self-assessment we look at the explicit commitment to inclusive internationalisation by institutional leaders. Questions further include how strategies and policies are aligned to systematise this institutional commitment, and how is ensured through the planning, implementation, and monitoring of the institutional commitment that inclusive internationalisation extends beyond a public statement. For some HEIs this commitment is Part of the institutional strategy, others might have included their commitment to inclusivity explicitly in a separate international strategy.

In this section examine the university's strategy and how this helps or hinders students to engage in internationalisation activities. This includes an analysis of which specific student groups are considered and how they are perceived.

Questions for students and staff

4. Are you aware of your institution's international strategy and its ambition to offer all students the opportunity to engage in international activities and learning experiences? If so, do you know what it entails?
5. What internationalisation activities or learning experiences are available for students at your university or department that you are aware of?

List activities and comments of the interviewee

6. *(Students)* How did you become aware of these international activities or learning experiences?



(*Staff*) How are these international activities communicated to students?

Input by interviewer: The ISS has the ambition to... (for example, to ensure that all students engage in international learning experiences). Please fill in the specific ambition or wording used at your institution (this ambition is described in part 1 of your institutional selfassessment).

7. Are you aware of any measures (policies or activities) at **institutional / study programme / administrative service level** that ensure **every student** has the opportunity to engage in an international learning experience?

If yes, for which specific student groups and which support measures are taken?
List specific student groups and measures mentioned by the interviewee.

8. According to your experience, who has been involved and who has been left out of past conversations on these measures to enhance inclusive internationalisation and why? (Do you see a role for specific student groups to be involved in the development of inclusive internationalisation that are not included now?)

Prompt for student interviewees when they say, "I do not know": "Would you have liked to be involved?"

9. Can you share examples of good practice or ideas on what could be improved to offer all students an international learning experience?

Note the time

Pillar 2 Leadership and structure

Leadership and structure refer to the systemic elements of the university organisation and the management actions that aim to ensure internationalisation is becoming inclusive. We will explore two key points. First, how is it ensured, at a systemic level, that the strategy and policies are implemented and monitored on their outcomes and impact. In other words, what Plan-Do-Check-Act (PDCA) management cycle is in place to support continuous and critical dialogue? Secondly, what influence do specific student groups have, and how are they included in the decision-making process?

In this section, we examine the systemic elements of university management—specifically leadership, structures, and actions—that ensure internationalisation is inclusive. We will also explore how the student voice is considered in the associated PDCA cycles, as well as identify potential blockers, enablers, or hidden messages within the university system that may counter the stated ambition for inclusive internationalisation. These hidden messages refer to how we do things here, the unwritten rules and practices of our institution that we take for granted and are not always aware of.



When interviewees struggle to answer at the institutional level, redirect the focus to the level their study programme, academic department, or administrative and support services.

Questions for staff

10. In your view, which **role** is the **current leadership** taking regarding the implementation and monitoring of inclusive internationalisation?

Prompt for examples of good practice and ideas for improvement.

11. How is the university **monitoring the implementation and the impact** of its strategy to provide international learning opportunities for all students?

Consider the following: How is it organised? What potential key performance indicators are in place? Who is involved, and how is information shared?

Prompt for examples of good practice and ideas for improvement.

12. Do you observe or experience any **systemic** blockers or enablers affecting the participation of specific student groups in international activities or learning experiences? In other words, how effective are the current measures within the strategy for enhancing inclusive internationalisation?

Prompt for examples and ideas for improvement.

13. Have you observed any **unintended outcomes (positive or negative)** of these measures?

Prompt for examples and ideas for improvement.

14. If applicable, what measures for enhancing inclusive internationalisation do you feel are you missing?

Prompt for examples.

Questions for students

15. Who takes decisions on the internationalisation of the study programme and how are students involved (in the PDCA management cycle)?

Prompt for examples of the student involvement in the decision-making or development (co-creation).

16. What opportunities are available for students to provide **input** and **feedback** on their international learning opportunities.



Prompt for potential blockers, enablers, or hidden messages regarding student involvement in the decision-making processes or development of these opportunities?

17. How does the university ensure that **all** student voices are heard and treated with equity and respect in designing inclusive international learning experiences for students?

Prompt for examples of good practice and ideas for improvement.

Note the time

Pillar 3 Curriculum and co-curriculum

The curriculum serves as the central pathway to learning for all students, regardless of their background, goals or abilities. An internationalised curriculum ensures that all students are exposed to international and global perspectives, allowing them to build intercultural competence. These elements should be integrated into the institution's learning outcomes, teaching and learning activities, and assessments.

*In this section, we examine the **formal curriculum** (the study programme); the **informal curriculum** (social activities, student organisation, the relationship between lecturers, admin staff and students) and the **administrative and support services** (i.e., student admin and wellbeing, international office, library, sports). What **measures and approaches** are in place to engage all students in international learning opportunities?*

Questions for students and staff

18. How is it ensured that the study programme provides international learning opportunities for all students? What blockers, enablers, or hidden messages do you observe?

Prompt for intended learning outcomes, pedagogical approaches and modes of assessment that allow for the inclusion of different perspectives and experiences of diverse student groups. (See examples given in the guidelines). In addition, prompt for examples regarding the informal curriculum and the administrative or support services.

Questions for Students

19. What is your experience with the internationalisation of your current study programme? How does it align with your specific interests and background?

20. How do you feel supported in engaging with students from diverse backgrounds within the study programme and/or social activities at the university?

Prompt for blockers, enablers, or hidden messages.



21. What do you need to feel that internationalisation is relevant for you?
22. Are there any specific blockers or hidden messages you experience that hinder Participation in internationalisation, which the university might not be aware off?

Prompt for examples of situations where an institution may advocate openness to diversity, yet the reality reflects otherwise? For instance:

- A lecturer primarily provides examples from their own background when teaching
- Students tend to prefer to work and socialise only with their own friends
- The university restaurant's menu does not cater to diverse food tastes and traditions.

Questions for staff

23. How is ensured that assessment is a valid reflection of student's learning?

Prompt: In other words what measures or quality assurance mechanisms are in place to prevent that those assessments are influenced by specific characteristics of students?

Prompt for examples.

24. How is it ensured that the language of instruction and the language practices in an international curriculum address all students equally?

Prompt: In other words, how is it ensured that differences in fluency in the language of instruction do not hinder student engagement in international experiences.

25. How is it ensured that the physical and virtual learning spaces, as well as learning resources are equally accessible to all students?

Prompt: see the explanation of accessibility in the glossary.

26. Have you observed or experienced any hidden messages that contradict or undermine intended inclusive curriculum internationalisation?

Prompt by explaining the concept of a hidden message: It refers to subtle cues or implications that can influence perceptions and behaviours in ways that may not be immediately obvious. For example, in some cultures, asking questions may be viewed by lecturers as a sign of academic ability, while in other cultures this behaviour might be seen as impolite or an indicative of limited academic ability.



27. Can you share examples of good practice or ideas of an inclusive international curriculum?

Note the time

Pillar 4 Faculty and staff support

As the primary drivers of inclusive internationalisation, faculty and administrative staff play a pivotal role in student learning. To support staff institutional policies and support mechanisms need to be available for **continuing professional development** and opportunities to **develop intercultural and language competences** themselves.

In this section, we examine how lecturers and administrative staff are supported to implement inclusive internationalisation. To ensure a comprehensive approach to inclusive internationalisation, it is important all staff engage in internationalisation and enhance their competences for working in an internationalised university context.

Questions for staff

28. How do you perceive the internationalisation of the university? How does it align with your specific interests and background?
29. What do you need to feel internationalisation is relevant for you?
30. What feedback regarding your role would help you to better understand the needs of various student groups, and how might this feedback influence the way you engage with students to ensure they have equity of opportunity to benefit from internationalisation?
31. Are you aware of any professional development opportunities to support how you engage in inclusive internationalisation?

Prompt to list examples of CPD

32. Have you Participated in CPD opportunities related to (inclusive) internationalisation, if so, why did you choose to participate, and if not, why not? What was your experience with this CPD?
33. What type of formal or informal CDP would you need to enhance your intercultural skills in working with or teaching students to provide them with international learning opportunities?

*Prompt: **Formal CPD** refers to a course or a training, where **informal CPD** refers to networking, sharing with (international / diverse) colleagues at home or abroad.*



34. Can you share examples of good practice or ideas for improvement of CPD opportunities for staff?

Questions for students and staff

35. To your knowledge, how does staff (**at the level of the institution, study programme and administrative and support services**) involved in internationalisation reflect the diversity within the student body?

Prompt: in other words, is the staff body as diverse as the student body?

Note the time

Pillar 5 Mobility

Mobility encompasses both the outward and inward physical movement of people (students, faculty, and staff), as well as the programs, projects, and policies that connect with off-campus communities and other countries for the purpose of learning, professional development, or collaboration.

Here we look at how outgoing mobility is accessible for specific student groups and how incoming mobility is embedded in the curriculum reaching all students. Mobility opportunities of staff are included in pillars 4 and 6.

Questions for students and staff

36. In your view, how important is a physical mobility experience for students as Part of their education to achieve international, intercultural, or global learning outcomes?

37. In your view, what is the added value of a physical mobility experience for students (if any) compared to other international teaching and learning activities at home (aimed at providing an international learning experience to students)

38. To your knowledge, how is it ensured that all students have access to a mobility experience? Which measures are currently taken to promote physical mobility for all students?

39. In your view, how effective are these measures in enhancing inclusive internationalisation? Which blockers, enablers, or hidden messages have you experienced or observed?

40. Can you share examples of good practice or ideas? Insert text here.

Note the time



Pilar 6 Partnerships and networks

“Partnerships and networks, both internal and external, can be local or international, primarily transactional, or they can generate new ideas and programs that span all Partners. These relationships—essential to comprehensive internationalisation—bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues. They provide global and intercultural experiences for faculty, staff, and students; expand research capacity; enhance the curriculum; generate revenue; diversify knowledge production; and raise the visibility of institutions domestically and globally.”

Questions for students and staff

41. How does the university make use of Partnerships and networks to enhance inclusive internationalisation reaching all students? How are these opportunities communicated and who has access?
42. Can you share examples of good practice or ideas for improving how partnerships and networks enhance inclusive internationalisation?

Thank you; this concludes the interview questions. Do you have any additional remarks or topics we didn't cover that you believe are important?

Stop recording

Thank you again for your participation.

Explain how the data will be used, what possible follow up actions are and how they will be communicated. Ask if the Parti

Glossary

Accessibility and transparency of information in higher education

The practice of ensuring that all students, including those with disabilities, have equal access to educational materials and resources. This involves creating an environment where information is available in multiple formats and is easily accessible to everyone. It is necessary to clarify that accessibility of information is not only that information is accessible, in the sense that it is easy to find and to access. Accessibility of information also means that all people, regardless of their abilities, circumstances and context can access, perceive, understand, and interact with the information (e.g., Viera, 2020)



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ACE

American Council on Education (<https://www.acenet.edu>)

Criticality

The critical being is seen as the integration of three forms of criticality: critical reason, critical self-reflection and critical action. In this view, critical thinkers:

- reflect critically as they evaluate knowledge,
- develop powers of critical self-reflection
- are prepared to take critical action

Thinking is collaborative in character and must be sustained through shared activity and discourse around collective standards within a community (Barnett, 1997)

Collaborative Online International Learning – COIL

The State University New York COIL Center Collaborative Online International Learning as an approach that brings students and professors together across cultures to learn, discuss, and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. This method enables all students to have a significant intercultural experience within their course of study (SUNY COIL Center, n.d.).

Comprehensive Internationalisation

Comprehensive internationalisation has been described by Hudzik (2014) as a commitment to integrating international and comparative perspectives throughout the teaching, research, and service missions of higher education institutions. This definition has inspired the development of the framework for comprehensive internationalisation by the American Council of Education (ACE, n.d.)

Diversity in higher education

Diversity in an organisation refers to who is represented in the university. It points towards the variety in audiences and context in terms of for example race/ethnicity,



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socioeconomic class, colour, gender, age, ability, language, religion, sexual orientation, neurodiversity and their intersections (Siri et al., 2022).

Equity in higher education

The principle of fairness in providing access, opportunities, and support to all students, regardless of their personal and social circumstances. (Amaral, 2022).

HEI

Higher Education Institution

Inclusion in Higher Education

Policies, measure and practices that promote values of pluralism, tolerance, justice, solidarity, non-discrimination and equality in higher education institutions. (Siri et al., 2022).

Inclusive internationalisation

“Inclusive Internationalisation is a continuous critical dialogue and purposeful action between all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity and respect, and on awareness of unintended and systemic implications.” (Gregersen-Hermans, et al., 2024)

The word **ensured** is used in the self-assessment forms to prompt responses that can include both specific measures for inclusive internationalisation and the quality assurance mechanisms to monitor implementation and impact.

Internationalisation at Home

“Internationalisation at home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015).



Internationalisation of Higher Education

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society.” (De Wit et al., 2015)

Internationalisation of the Curriculum

“Internationalisation of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.” (Leask, 2015).

PDCA cycle

Plan, Do, Check, Act management cycle

Respect

In the context of inclusive internationalisation of higher education, **respect** refers to recognising and valuing the diverse cultural, social, and individual backgrounds of all students, faculty, and staff. It involves creating an environment where everyone feels valued and included, regardless of their nationality, ethnicity, or cultural background. This means actively listening to and considering different perspectives, fostering open and respectful dialogue, and ensuring that policies and practices do not marginalise or exclude any group (De Wit & Jones, 2017).

Respect in this context also includes acknowledging and addressing power imbalances and systemic inequities that may exist within higher education institutions. It requires a commitment to equity and inclusion, ensuring that all members of the academic community have equal opportunities to participate and succeed (Li, 2022).

Self-identification in higher education

The processes by which students recognise and articulate their own identities within the academic environment. This involves understanding and expressing one's personal, social,



and cultural identity, and how these intersect with their educational experiences (Fernández et al., 2023).

Systemic blockers and enablers

Systemic blockers and enablers relate to the dimensions and drivers of inclusivity as identified in the ICI Framework, i.e. having / giving influence on the internationalisation strategy and practices; to the underlying attitude within the university / department towards specific student groups or diversity in general; to the transparency of the strategy and practices, i.e., clarity and accessibility of information; to sensitivity of unintended consequences within the leadership and management structures of the institution / study programme / administrative services; intercultural competence and language and paralanguage.

- Systemic blockers and enablers can be out in the open but also hidden. These hidden messages counter stated ambitions to be inclusive and dominant majority groups may not be aware of them. These hidden messages can be part of (unwritten) rules and procedures, but also on how staff interpret and apply these rules and procedures.
- Enablers refer to an institution's good practices (intended or unintended).
- With the word systemic we mean that the enabler or blocker is more related to how the university is organised and behaves, and less to behaviour of individuals.
- A systemic approach aims at creating the appropriate conditions and feedback loops within a Plan-Do-Check-Act management cycle (PDCA) that support the university to learn from its 'mistakes' with a view to enhance its inclusionary practices.

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