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Institutional welcome centre: practical and strategic considerations

**Authors**

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**Total
duration**

4 hours, including two 20 minute breaks

**Number of
participants**

minimum: 5, maximum: 20

**Target
group**

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.
- Research institutions managers and support staff interested in internationalisation of their institutions.
- Higher education staff engaged or interested in:
 - internationalisation of higher education institutions,
 - international mobility of PhD students, academics and researchers,
 - support services for incoming PhD students, academics and researchers,
 - internationalisation of higher education institutions,
 - strategic management,
 - strategic planning.
- Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.



Training goals

Raise awareness with regard to the importance and benefits of a strategic and systematic approach to building a welcoming environment and offering high-quality standardised support services to incoming PhD students, academics and researchers. Transformation of this approach into an institutional strategic plan.

Showcase concrete systematic measures, practical steps and phases of setting up an institutional welcome centre.



Points to be covered

1. Importance and value of a more strategic and systematic approach to supporting services for international academics.
2. Benefits and key drivers of internationalisation of higher education from a global, regional (Central-Eastern and South-Eastern Europe) and institutional perspective.
3. Overview of the internal processes for quality support of international PhD students, academics and researchers.
4. Benefits of comprehensive data collection and tracking of international PhD students, academics and researchers.
5. International services portfolio.
6. Identification of internal actors to cooperate with.
7. Overview of potential external partners for streamlined international services.
8. Tools for effective and efficient sharing and exchange of knowledge as well as experience.
9. Tools for enhancing quality assurance of the supporting services.
10. Good practice examples.



Training materials

1. [PowerPoint presentation](#)
2. [Handout 1. \(M1\) Daily Operations Assessment](#)
3. [Handout 2. \(M1\) Welcome Centre Capacity Building Needs](#)

Suggestions for prospective trainers

This training is an introduction to the programme and serves as a springboard for the other modules and the strategy for more professionalised support processes. Therefore, it is crucial for higher education institution authorities, board members, and managers who are in need of condensed knowledge. Nevertheless, it is also a useful introduction to the topic for staff members directly involved in the provision of support services.

Since the training is wide-ranging, the trainer should be aware that topics can be studied in a more in-depth manner by engaging with the other training modules developed as part of the UniWeliS project. This applies in particular to data collection, collaboration with local partners, designing support services, global profile, visibility and talent attraction, and intercultural communication.

In training materials (see: PowerPoint presentation), numerous statistical data points and findings on internationalisation are presented. Therefore, before the training, the trainer should get familiar with the following resources:

1. [Attracting and Supporting International PhD Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements](#)¹⁵ (UniWeliS Report) published by the Academic Cooperation Association in 2022.
2. [Internationalization of Higher Education: An Evolving Landscape, Locally and Globally. IAU 5th Global Survey](#)¹⁶ published by the International Association of Universities (IAU) in 2019.
3. [European innovation scoreboard](#)¹⁷, which provides a comparative analysis of innovation performance in EU countries, other European countries, and regional neighbours.

4. [Frameworks for the Assessment of Internationalisation](#)¹⁸ published by the European Consortium for Accreditation in Higher Education in 2015.
5. [Open, Transparent and Merit-based Recruitment of Researchers – TM-R](#), a policy presented at the EURAXESS portal¹⁹ and its review in the [UniWeliS Explorer App](#)²⁰.

To find relevant examples and stay up to date with the latest findings on the mobility of international PhD students, academics and researchers, the trainer should get familiar with the [UniWeliS Explorer App](#), which is a welcome service modular framework.

For the training delivered in a specific country, the trainer should also be familiar with the following:

1. National internationalisation strategy (if such exists), its objectives, measures, and indicators.
2. Possibilities for external evaluation/audit of institutional internationalisation processes.

Moreover, for the training delivered in a specific organisation, the trainer should be familiar with:

1. Institutional strategies related to internationalisation.
2. HR development plan.
3. Possibilities for institutions to take an internationalisation evaluation or audit on national and/or international level.

Links to relevant national policy documents and examples of existing procedures should be collected and, if necessary, delivered to the participants.

15. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

16. Marinoni G., *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally*. IAU 5th Global Survey, DUZ Academic Publishers, Berlin 2019, <https://www.iau-aiu.net/IAU-releases-the-5th-Global-Survey-on-Internationalization-of-Higher-Education> [access: 31.01.2023].

17. European Commission, *European innovation scoreboard*, https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en [access: 31.01.2023].

18. Aerden A., *Frameworks for the Assessment of Internationalisation, European Consortium for Accreditation in Higher Education*, The Hague 2015, <https://cequint.eu/uploads/2020/11/CeQuint-Frameworks-for-the-Assessment-of-Quality-in-Internationalisation.pdf> [access: 31.01.2023].

19. EURAXESS, *Open, Transparent and Merit-based Recruitment of Researchers – OTM-R policy*, <https://www.euraxess.es/spain/services/open-transparent-and-merit-based-recruitment-researchers> [access: 31.01.2023].

20. UniWeliS Explorer App, *Open, transparent, merit based recruitment policy*, <https://app.uniwelis.saia.sk/practice/view/129> [access: 31.01.2023].

Expected learning outcomes

With the completion of the training, the participant will:

1. Better understand the importance and benefits of a strategic and systematic approach to offering high-quality, efficient, and effective support services to international PhD students, academics and researchers.
2. Be able to assess where their institution stands in the area of a welcoming environment, what their own role in relation to the agenda of international talent is, and how they can cooperate with other internal key actors and share responsibilities in order to streamline the international support services.
3. Understand the key concepts and internal processes underlying systematic approach to international support services:
 - Pull factors for attracting international PhD students, academics and researchers.
 - Importance of comprehensive data collection and tracking of international PhD students, academics and researchers.
 - Portfolio of services required by the target group.
 - Synergies for services delivery.
 - Quality assurance (services for target group/capacity building of higher education support staff).
 - Feedback loops for target groups.
 - Strategic leadership behind a successful implementation of the internal integration processes.
4. Be able to understand key internal processes regarding setting up/ enhancing more inclusive support services for international PhD students, academics and researchers.
5. Be able to identify key internal actors to cooperate with at institutional and outside of the institution levels to streamline the support services for international PhD students, academics and researchers.
6. Be (more) willing to streamline support process regarding international PhD students, academics and researchers.

7. Be (more) willing to explore and use various tools to deliver professional/high-quality support services to international PhD students, academics and researchers and will be willing to improve their knowledge by participating in trainings, seeking opportunities for continuous learning.




Moreover, **higher education managers** involved in internationalisation after completion of the training will:

- Be more willing to develop or improve an institutional vision and strategy for professionalised support processes integrated with overall institutional goals.
- Identify key processes for successful implementation of the institutional internationalisation strategy.

Training scenario

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	Welcome Trainer's presentation	PowerPoint presentation	Welcome should be short and clear. It is important to provide information on the trainer's experience in the field and/or the reason why the training is organised. The training agenda should contain information about the coffee breaks.	Starting the training.	<input type="checkbox"/>
2'	House-keeping rules	n/a	Participants are welcome to ask questions in the course of the presentation. For the onsite training, the participants are kindly asked to put aside their laptops and cell phones in order to fully focus on the training content and its activities.	Establishing rules of training.	<input type="checkbox"/>
15'	Presentation of the participants A simple quick round introducing participants and possibly also their professional responsibilities and/or expectations.	Stickers for participants to write their names	It is important to do presentation in order. The trainer may deliver the following example: Example: My name is XY. I work for the Erasmus Plus office and I'm here to get to know how to make my daily work more effective and efficient and what I would need to achieve this goal.	Building open relations in the group.	<input type="checkbox"/>
15'	Introduction to the module	PowerPoint presentation	The trainer presents the UniWeliS project and the main objectives of the training and explains what a strategic approach to welcoming services is and why it is needed (source: UniWeliS Report ¹).	Introduction to the main topic.	<input type="checkbox"/>

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
20'	Exercise: My House	Paper sheet (A4), markers (blue, red, green and black), post-it notes	<p>The trainer introduces exercise, making sure that each participant has a sheet of paper, markers and access to post-it notes.</p> <p>Exercise: My House</p> <ol style="list-style-type: none"> Individual work: Create a map of your (internal) workplace/institutional ecosystem. Start with an individual assignment. Flat and block of flats/house are used as metaphors of the participant's own department and institution. Participants are asked to define their neighbourhood (other departments, units), visitors (Master's degree students, PhD students, researchers, academics). They follow instructions in the PowerPoint slides. Group work: How international are our houses? Participants are divided into groups, each group with up to 5 participants. Participants affiliated with the same institution should preferably work together. Participants join/put together their sheets and discuss benefits of internationalisations and key measures to attract international visitors, especially international PhD students and researchers/academics. Questions are presented in the PowerPoint slide. Work in group: Do I know my place? Groups discuss the questions in the PowerPoint. Each group briefly reports on the outcomes of their discussion. 	<p>Understand the institutional ecosystem and a participants' own role in it in relation to the agenda of international PhD students, academics and researchers.</p> <p>Identify key internal actors.</p> <p>Identify benefits of internationalisation from participants' own perspective.</p> <p>Identify measures to attract more international PhDs/academics to the participants' institutions from their own perspective.</p> <p>Identify institutional strengths to attract more international PhDs/academics.</p>	
10'	Benefits of internationalisation and trends in international mobility	PowerPoint presentation	<p>The trainer presents the results of the 5th global survey on benefits, key drivers and internal and external obstacles of internationalisation². The participants would be able to see how their own perspective corresponds with the global trends.</p> <p>The trainer presents the trends of mobility of international PhD students and researchers to the Central-Eastern and South-Eastern Europe (source: UniWeliS Report³). With time, the data on international mobility trends to the region will need to be updated on a basis of the original source - Eurostat⁴.</p>	<p>Participants get to know key information on internationalisation.</p> <p>Participants get to know trends in international mobility.</p> <p>Confronting participant's own perspective with global perspective on internationalisation.</p>	
Break					

2. Marinoni G., *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally*. IAU 5th Global Survey, DUZ Academic Publishers, Berlin 2019, <https://www.iau-aiu.net/IAU-releases-the-5th-Global-Survey-on-Internationalization-of-Higher-Education> [access: 31.01.2023].


3. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

4. Eurostat, Data Browser, *Researchers by sector of performance, country of citizenship and sex – 2016-2019*, <https://ec.europa.eu/eurostat/databrowser/bookmark/dfe19aa4-0915-4b57-8d04-f084fd807e38?lang=en> [access: 31.01.2023].



Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
5'	<p>Strategic Planning Process Diagram</p> <p>The trainer presents a diagram of strategic internal processes for implementation of professional support services to international PhD students, academics and researchers.</p>	PowerPoint presentation	<p>The Strategic Planning Process Diagram is based on the following areas: data, needs, services, services providers (“By whom”), quality assurance (effective operation processes, knowledge-sharing tools/initiatives, support staff capacity building), feedback from the target group/international academics, which are presented in detail in the subsequent slides.</p> <p>Moreover, presentation slides include references to the other UniWeliS training modules.</p>	<p>Understand key processes for strategic and systematic approach to inclusive welcome services.</p> <p>Get inspired by examples of good practice.</p> <p>Get motivated to attend also other UniWeliS trainings to acquire more in-depth understanding of respective topics.</p> <p>Get motivated to check out and use the online UniWeliS Explorer App⁵.</p>	<input checked="" type="checkbox"/>
5'	<p>Why international PhDs and academics want to come to Central-European and South-Eastern countries?</p> <p>Individual processes explained in detail plus examples of good practice; refreshed by a brief plenary discussion.</p>	PowerPoint presentation	<p>The explanation of the motivation concerning international mobility: Why international PhDs and academics want to come to Central-European and South-Eastern countries on the basis of the survey, source: UniWeliS Report.⁶</p>	<p>Understand the key matters for support by different groups of incoming PhDs/academics/researchers.</p> <p>Understand the main obstacles/persisting challenges in relation to mobility of international PhDs/academics/researchers.</p>	<input type="checkbox"/>

5. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

6. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
10'	Strategic Planning Process: Data	PowerPoint presentation	<p>The trainer presents the Data slide.</p> <p>Available presentation may be supported by “Motivation to collect and maintain data” - a slide from Module 2: Digital Welcome Centre</p> <p>Plenary discussion:</p> <ul style="list-style-type: none"> • What data on mobility flow are collected? • Who (at the institutional level) needs to be informed about international PhD students’ or academics’ and researchers’ arrival and for what purposes? Possible answers: Higher education institution/central level IRO, HR department, Study department, Research Office, Library, Accommodation facility, IT centre, ESN, institutional canteen, etc. • What kind of data do other internal actors require and when/at what stage of mobility? • How can DATA make your JOB easier/more effective and efficient? <p>After the discussion, the trainer presents a summary.</p> <p>The trainer presents mobility flow data collection and provides related good examples.</p>	<p>Knowledge on data collection.</p> <p>Plenary discussion serves to share knowledge and experience.</p>	<input type="radio"/>
5'	Strategic Planning Process: Needs	PowerPoint presentation	The trainer provides information concerning needs of international PhD students, academics and researchers on the basis of the UniWeliS Report ⁷ .	Knowledge on needs of international PhD students, academics and researchers.	<input type="radio"/>

7. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
10'	<p>Strategic Planning Process: Services, including</p> <p>Exercise: Our support</p>		<p>The trainer provides an introduction and asks participants to share their experience.</p> <p>Exercise: Our support (work in group)</p> <p>Participants are asked to discuss the following questions:</p> <ul style="list-style-type: none"> • What welcome services does your institution provide to support incoming PhD students, academics and researchers? • Make a list of the services your institution provides at each stage. • How many services have you been able to name? <p>The trainer summarises this exercise by presenting results of the UniWeliS Report⁸ (International services portfolio, Persisting challenges) and providing information on the UniWeliS Explorer App⁹.</p> <p>For more details refer to the relevant training module: Comprehensive approach to welcome services and UniWeliS App.</p>	<p>Knowledge on support services for international PhD students, academics and researchers.</p>	

8. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

9. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
15'	<p>Strategic Planning Process: By whom, including</p> <p>Exercise: In Researcher's Shoes</p>	<p>PowerPoint presentation</p> <p>Researchers Profile Cards (C-L) from CHOOSE MY UNI! The game</p>	<p>The trainer presents a graph of the services provided at various stages of mobility at different level (national (agency/embassy), host institution central/faculty level, host institution department/supervisor level) and the allocation as well as difference in the information guidance/assistance at each stage on the basis of the survey (source UniWeliS report¹⁰).</p> <p>Exercise: In Researchers' Shoes</p> <p>Participants are working in the same groups as during the previous exercises.</p> <p>Each group selects a persona/fictional researcher from the Researchers' Profile Cards and discuss what steps are needed, which departments/internal actors are involved in order to make sure that an incoming PhD student, academic or researcher can comfortably settle in.</p> <p>The participants will need a separate sheet of paper.</p> <p>Each group reports the outcomes of the group work.</p> <p>NOTE: each person should have following parameters: country of origin, career stage, job position (with work contract/fellowship holders, length of stay/mobility, information on accompanying family members (if any) - is the incoming person going to be accompanied by their family members?, etc.</p> <p>If participants have doubts concerning specific data, the trainer should feel free to provide additional information.</p> <p>The trainer summarises the exercise by providing information on local and external partnerships, benefits that such collaboration(s) may bring to all parties. It also provides an example of Welcome Centre in Tartu¹¹. This is showcased in relation to the outcomes presented by participants.</p>	Understand the steps that incoming PhD, academics and researchers have to take to settle in.	<input type="checkbox"/>
5'	<p>Strategic Planning Process: Quality Assurance</p>	<p>PowerPoint presentation</p>	<p>The trainer provides example of tools that help in providing quality and professional support services supported by the relevant good practices (EURAXESS - Knowledge sharing platform¹²) and various forms of support staff capacity building.</p>	Knowledge on quality assurance.	<input type="checkbox"/>


10. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].



11. Welcome Centre in Tartu, <https://tartuwelcomecentre.ee/> [access: 31.01.2023].

12. EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	Strategic Planning Process: Feedback loop	PowerPoint presentation	To wrap up, the trainer provides information on evaluation process and a good example of feedback collection from the target group - international PhD students, academics and researchers, using UniWeliS survey questionnaire for international academics ¹³ .	Knowledge on evaluation process and feedback collection.	<input type="checkbox"/>
8'	Strategic layer	PowerPoint presentation	The trainer presents the importance of the institution's leadership commitment and support necessary for the formulation, implementation and evaluation of the institutional overall internationalisation vision. It concerns: <ul style="list-style-type: none"> • Higher education institution's leadership support, • Strategy & Assessment /Audit (internal/external) • Visibility/online presence • Funding • OTMR recruitment: Open, Transparent and Merit-based Recruitment of Researchers. 	Identify and understand institutional synergies and concrete measures to facilitate the settling-in process. Gain knowledge on activities and tools for enhancement of effectiveness and efficiency of daily operations, knowledge sharing and other forms of capacity building.	<input type="checkbox"/>
8'	Exercise: Self-assessment	Handout 1. (M1) Daily Operations Assessment Handout 2. their (M1) Welcome Centre Capacity Building Needs	Participants work with handouts. If groups are institutionally homogenous, participants can work together. They will need both handouts in A3 format (those could be stuck on e.g. a wall or a flipchart). For mixed groups, participants could work in pairs with the handout in A4 format. In this case, they can simply compare their priorities and answers. Higher education managers who take part in the training are asked also to fill in two separate dedicated parts. In the Handout 1. (M1) Daily Operations Assessment higher education managers are asked to make a note on the institutions' processes and make a list of operations and/or activities which to examine, rebuild, develop or implement. This part should serve as a basic summary for managers and lead to further examination in the institutions.	Identify priorities among operations and their current state of implementation.	<input type="checkbox"/>
<i>see the following page</i>					

13. UniWeliS Report, UniWeliS survey questionnaire for international academics, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/Annex-1_UniWeliS-questionnaire_international-academics.pdf [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
		<u>Handout 1. (M1) Daily Operations Assessment</u>	<p>Handout 1. (M1) Daily Operations Assessment</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Make a group of participants affiliated with the same institution/make a pair with a participant from your institution. 2. Go through the list of practices/operations in the handout: Daily Operations Assessment. 3. Assess their current state of implementation at your institution. (fully implemented, partially implemented, not implemented, I don't know). 4. Discuss the importance of each practice for your institution. Rate the practices on a scale: 1-3 (1 - essential to have, 2 - good to have, 3 - nice to have). 5. Discuss in the group how you could (from your job position) contribute to setting up/improving the welcoming environment at your institution. 6. Put down your ideas on stickers or on the handout Daily Operations Assessment. 	<p>Identify priorities among capacity building needs and their current state of implementation.</p> <p>Identify how the participants can, from their job position, contribute to improving the measures on the list.</p> <p>Identify the training/capacity building needs of the participants.</p>	
		<u>Handout 2. (M1) Welcome Centre Capacity Building Needs</u>	<p>Handout 2. (M1) Welcome Centre Capacity Building Needs</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Make a group from the participants affiliated with the same institution/ make a pair with a participant from your institution. 2. Go through the list of capacity building/operation needs of support staff members in the handout: Welcome Centre Staff Capacity Building Needs. 3. Assess their current state of implementation at your institution (fully implemented, partially implemented, not implemented, I don't know). 4. Discuss the importance of each need for you as the support staff member. Rate the needs on a scale: 1-3 (1 - essential to have, 2 - good to have, 3 - nice to have). 5. Discuss in a group what would help you to enhance your knowledge, skills, internal procedures, and communication when dealing with international PhD students, academics and researchers to create a more welcoming environment. 6. Put down your ideas on stickers or on the handout: Welcome Centre Staff Capacity Building needs. <p>Groups follow the instruction on the PowerPoint presentation.</p> <p>When all answers are given, the groups summarise their results. The trainer asks participants to add or compare the outcome(s) of the group that reports as first in order to avoid the same answers.</p>	<p>Handout 2. (M1) Welcome Centre Capacity Building Needs serves as a springboard for developing further trainings for administrative staff.</p>	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
5'	Wrap up and conclusion	PowerPoint presentation	<p>Summarise the key message.</p> <p>A strategic approach to setting up and running an institutional welcome centre involves 6 interconnected steps:</p> <ol style="list-style-type: none"> 1. collecting and managing data, 2. identifying the needs of the different target groups, 3. assessing the welcome services currently being provided, 4. identifying and deploying institutional synergies and understanding the added value of external partnerships, 5. assuring quality of the services and 6. deploying feedback loops both from target groups and support staff. <p>Each of these steps is key for an effective and efficient operation of an institutional welcome service.</p> <p>Strategic layer (leadership support, adequate funding, audit, global visibility, OTMR) is crucial for creating a more welcoming environment and attracting and retaining international talent at higher education institutions.</p>	Synthetise the content of the training and make sure that the participants understand the complexity of the strategic approach to welcoming services.	 

References

1. Aerden A., *Frameworks for the Assessment of Internationalisation*, European Consortium for Accreditation in Higher Education, The Hague 2015, <https://cequint.eu/uploads/2020/11/CeQuint-Frameworks-for-the-Assessment-of-Quality-in-Internationalisation.pdf>.
2. Assignment for the Support of an Incoming Researcher, <https://dresden-concept.de/welcome/incoming-researcher/?lang=en>.
3. EURAXESS, <https://euraxess.ec.europa.eu/>.
4. EURAXESS, *Open, transparent, merit based recruitment policy*, <https://www.euraxess.es/spain/services/open-transparent-and-merit-based-recruitment-researchers>.
5. European Commission, *European innovation scoreboard*, https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en.
6. Eurostat, Data Browser, *Researchers by sector of performance, country of citizenship and sex – 2016-2019*, <https://ec.europa.eu/eurostat/databrowser/bookmark/dfe19aa4-0915-4b57-8d04-f084fd807e38?lang=en>.
7. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf.
8. Marinoni G., *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally*. IAU 5th Global Survey, DUZ Academic Publishers, Berlin 2019, <https://www.iau-aiu.net/IAU-releases-the-5th-Global-Survey-on-Internationalization-of-Higher-Education>.
9. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/>.
10. UniWeliS Explorer App, *Open, transparent, merit based recruitment policy*, <https://app.uniwelis.saia.sk/practice/view/129>.
11. *UniWeliS Report, UniWeliS survey, questionnaire for international academics*, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/Annex-1_UniWeliS-questionnaire_international-academics.pdf.
12. Welcome Centre in Tartu, <https://tartuwelcomecentre.ee/>.

Handout 1. Daily Operations Assessment

Strategy/Operation	Current state of the art/current implementation				Importance
	Well implemented	Partially implemented	Not implemented	Don't know	Rank on a scale of 1-3 1 - essential to have 2 - good to have 3 - nice to have
Direct management support for further welcome services development at central/faculty level					
Data collection and management (number of incoming PhD students, academics and researchers, date of arrival, duration of stay, country of origin) shared among relevant departments					
Target groups needs collection & analysis (questionnaires)					
Bilingual institutional language policy (mass mailings, signage, internal guidelines, internal forms)					
Administrative support to international PhD students, academics and researchers prior to arrival					
Administrative support to international PhD students, academics and researchers during their stay					
Administrative support to international PhD students, academics and researchers upon their departure					
Social integration activities for international PhD students, academics and researchers					
Career development events for international PhD students, academics and researchers					
Alumni network					
Support for family members					

Handout 1. Daily Operations Assessment

Strategy/Operation	Current state of the art/current implementation				Importance
	Well implemented	Partially implemented	Not implemented	Don't know	Rank on a scale of 1-3 1 – essential to have 2 – good to have 3 – nice to have
National language courses for international PhD students, academics and researchers					
Well-structured website in English					
Promotion via social media in English/podcasts					
International education fairs participation					
Funding (available internal schemes - grant/jobs/fellowships) for international PhD students, academics and researchers for long-term mobility (> 3 months)					
Open job positions published in English at international platforms (e.g. EURAXESS jobs portal)					
<p>FOR WELCOME CENTRE SUPPORT STAFF MEMBERS: How could you (from your job position) contribute to setting up/improving the welcoming environment at your institution?</p>					
<p>FOR HIGHER EDUCATION MANAGERS (REFLECTIONS) Which activity / operation can be:</p> <ol style="list-style-type: none"> 1. Examined (I don't know how it works) 2. Rebuilt (It could work better) 3. Developed (It works on a basic level and could be upgraded) 4. Implemented (Introducing this activity at institutions will help in...) <p>What kind of resources do I need:</p> <ol style="list-style-type: none"> 1. People 2. Funds 3. Knowledge 4. Tools (e.g. IT/databases) 5. What are the obstacles 					

Handout 2. Welcome Centre Capacity Building Needs

Support staff members capacity building/operation needs	Current state of the art/current implementation				Importance
	Well implemented	Partially implemented	Not implemented	Don't know	Rank on a scale of 1-3 1 – essential to have 2 – good to have 3 – nice to have
Induction training for new support staff members					
(Standardised) guideline(s) on how to communicate/provide support for international PhDs and academics					
Mobility-related legislation trainings for support staff members					
Soft skills training for support staff members (e.g., intercultural communication, assertive communication, time management and efficiency etc).					
Interinstitutional networking events for support staff members (study visits, job shadowing)					
Internal (institutional) knowledge sharing events					
Internal (institutional) knowledge sharing platform/forum/newsletter/MS Teams groups					
Internal mobility data collection & management system (enabling registration of incoming international PhD students, academics and researchers with data on their stay and notifying respective departments)					
FAQs collection for support staff members to share cases internally					
Collaboration with external partners for service provision (e.g., municipality, immigration office, IOM migration office, EURAXESS, others HEIs in the region)					
Mentoring scheme for support staff members					
English language courses for support staff members					

Handout 2. Welcome Centre Capacity Building Needs

Support staff members capacity building/operation needs	
<p>FOR WELCOME CENTRE SUPPORT STAFF MEMBERS:</p> <p>What would help you to enhance your knowledge, skills, internal procedures, communication when dealing with international PhD students, academics and researchers in order to contribute to the creation of a more welcoming environment?</p>	
<p>FOR HIGHER EDUCATION MANAGERS:</p> <p>Which Department should take part in the following trainings:</p> <ul style="list-style-type: none">• Digital Welcome Centre• Comprehensive approach to support services• Local partnerships• Intercultural communication• Global profile, visibility and talent attraction	