



CHEI
Centre for Higher Education
Internationalisation

ANNUAL REPORT (2024-5)



ANNUAL REPORT – revised September 2025



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Introduction

The Annual report for 2024-5 is based on the Centre's strategic plan for 2023-26 and aims to chart our progress in reaching the Centre's goals as set out in the document, as accurately as we can. From the report, it appears that the Centre is flourishing in some areas with healthy growth. There is plenty of room for improvement, as is to be expected in a small centre with limited staff. Our strength is our network, which is what we draw on to build the Centre. Our challenge is sustainability for the future.

Objectives of the CHEI Strategic Plan

1. Further develop the quality and diversity of the doctoral programme
2. Enhance CHEI's profile as a thought leader in internationalisation of higher education through events, communication, collaborations and partnerships
3. Explore and create opportunities for the provision of professional development, consultancy activities and education programmes
4. Engage with the University's Schools and Departments to promote internationalisation across UCSC

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Objective 1

Further develop the quality and diversity of the doctoral programme

Indicators

- 1.1. Numbers and quality of recruitment, retention, progression, and completion;
- 1.2. Diversity of students, staff, institutions, countries and research topics;
- 1.3. Reach of research dissemination and diversity of outlets;
- 1.4. Clear processes for programme renewal;
- 1.5. Ongoing quality assurance activities.

1.1 Numbers and quality of recruitment, retention, progression, and completion

We have maintained our intake of PhD students at around 4 per year. In 2025-6 we expect to take in 4 students and have planned to accept one transfer student from a programme in France, for a total of 5 first year students.

In 2026-27 we would like to increase the intake to 6, given the interest shown by the students coming through the pathway programme. None of our students have dropped out in 2024-5, and under the new, more flexible national PhD regulations, it is possible to ask for extensions, which will be useful for a few of our students who are all working and some of whom have young families, or health issues.

The research seminars in March and September attract an average of 30 students, plus academic staff.



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Brescia PhD Research Seminar 31 March-4 April 2025

34 participants from **17** different countries, 4 newcomers

Milano PhD Research Seminar 1-5 September 2025

28 participants from **13** different countries - 9 from Italy and 9 from USA out of the total participants (Austria, Belgium, Finland, Francia Ireland Israel Italy, Italy/Pakistan Mexico Netherlands Romania Sweden United States, 2 newcomers (1 Scholar at Risk, 1 Visitor)

PhD Numbers, progression and completion (see Appendix, Table 1,2,3)

- **16 doctoral students** **16** enrolled PhD Students (**3** graduands; **3** students submitting thesis by end September 2025; **3** 3rd year- extension students, **4** 3rd-year students - 1 going to apply for maternity leave for the 2025/26 academic year - **3** 2nd-year students)
- **4 Applicants Call 2025** plus 1 transfer
- **6 Applicants Call 2026**
- **8 Prospects** *4 New students entering the Prospects year*
 2 Repeats on the recommendation of their supervisors [Paula & Patricia]
 1 volunteer repeat
 1 Scholar at Risk
- **27 Enquiries** in 2024 and **18 Enquiries** in 2025 so far
- **19 Graduates** (2016 – 2025). 2 cum laude

1.2 Diversity of PhD students, staff, institutions, countries and research topics (see Appendix)

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Our students and graduates hail from all continents, except Africa. CHEI academics, supervisors and members of the boards come from Austria (based in the UK), Italy, Mexico (based in Qatar), the Netherlands, the Philippines (based in the UK), Portugal, the UK and the USA. At the September seminar we will welcome our second scholar at risk, this time from Pakistan, currently studying in Trento. The previous scholar was from Uzbekistan.

16 doctoral students from 9 countries (Chile, Finland, Italy, Germany, Mexico, the Netherlands, Spain, Sweden, USA); going up to 12 countries in 2025-6 (Austria, Belgium, Canada, France)

Enquiries from 14 countries (Austria, Croatia, Ecuador, Finland, Germany, India, Italy, Mexico, Norway, Pakistan, South Africa, Spain, UK, USA) - **26** (2024) and **16** (2025)

19 Graduates from 12 countries (Brazil, Australia, Croatia, Finland, Germany, Israel, Italy, the Netherlands, the USA, Russia, Spain)

CHEI Academic team: PhD students' supervisors and tutors

Supervisors & tutors: 23 from 9 countries: (Australia, Denmark, Finland, Italy, Portugal, Spain, The Netherlands, UK, USA).

Adriana Perez, Universidad Autónoma de Madrid, SP; **Betty Leask**, La Trobe University, AU/USA; **Catherine Montgomery**, Durham University, UK; **Chris Ziguas**, University of Melbourne, AU; **Christof Van Mol**, Tilburg University, The Netherlands; **Cosmin Nada**, University of Porto, Portugal; **Craig Whitsed**, Curtin University AU, **Daniela Craciun**, University of Twente, The Netherlands, **Fiona Hunter**, UCSC, IT; **Francesca Helm**, Università di Padova, IT; **Gerardo Blanco**, Boston College, USA; **Hans de Wit**, Boston College, USA; **Jeanine Gregersen-Hermans**, Zuyd University of Applied Sciences, the Netherlands; **John Dennis**, Università di Perugia, IT; **Julie Ficarra**, Cornell University, USA; **Karen Lauridsen**, Aarhus University, AU; **Ly Tran**, Deakin University, AU; **Miguel Lim**, The University of Manchester, UK; **Omolabake Fakunle**, University of Edinburgh, UK; **Rita Locatelli** Università Cattolica del Sacro Cuore; **Robert O'Dowd**, Universidad de León, SP; **Josef Ploner**, (University of Manchester, UK); **Rosalind Raby** California State University, USA; **Yuzhou Cai**, Tampere University, Finland.

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1.3 Reach of research dissemination and diversity of outlets

Publications

CHEI is a community of academics and students, and mapping its output is a challenge. We include a partial report of students and alumni output over the 2024-2025. Our students all present at conferences, given that they generally work in the field of international education; some of them are more academic than others and continue to publish after they have graduated, many in professional blogs, or publications linked to international projects, as well as in peer-reviewed books and journals. See Appendix Table 4,5,6,7 for details.

Presentations (PhD Students and Prospects)	71
Presentations (Graduates)	19 (tracked)
Publications (PhD Students and Prospects)	20
Publications (Graduates and Staff)	28 (tracked)

1.4 Clear processes for programme renewal

The academic team reviews the PhD curriculum during the year, through online meetings with all the supervisors, after the two residential seminars and during the twice yearly academic board meetings. The Handbook students receive is updated annually, with news about the PhD regulations or norms that emerge (e.g. length of the PhD thesis; extension periods).

1.5 Ongoing quality assurance activities

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The **quality of the PhD programme**: the CHEI curriculum has been seen to improve the quality of our students. It is designed to support students from the arrival on the programme as newcomers, generally two to three years before they apply for the PhD, through to their final graduation. The curriculum is adjusted regularly to ensure it meets the needs of the students. Student survey feedback shows that the curriculum is highly appreciated. All students write a Progress report during the year which is agreed on with their supervisors and then handed in before the September seminar. This leads to a personal meeting with the Director to discuss progress and any relevant issues. There is a dedicated meeting of the Academic Board at the September meeting to talk about the progress of the PhD students.

After each Seminar, students are sent a feedback form, which is discussed by the Director and Associate Director. Feedback is also asked about the CHEI online programme, which provides approximately 5 online seminars during the year, with Academic Board members, or prominent scholars in the IHE community.



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Objective 2

Enhance CHEI's profile as a thought leader in internationalisation of higher education through events, communication, collaborations and partnerships

Indicators

- 2.1 Numbers of successful research applications, projects and publications
- 2.3 Numbers and quality of events, online and in-person
- 2.4 Numbers and quality of active collaborations and partnerships
- 2.4 Social media impressions and website visits
- 2.5 Ongoing quality assurance activities

2.1 Numbers of successful research applications, projects and publications

Although the CHEI community is now very broad, the small size of the local community in University compromises the amount of research and project applications made by the Centre. There are many members of the community who apply for projects (an example is the very successful COST Enis network, which was launched by Christof Van Mol, member of the Academic Board, and involved 15 of the current 16 PHD students and many members of the academic team), but they apply from their own universities, so CHEI is involved indirectly but does not appear as an



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applicant. There has been one successful project application from CHEI in 2025, led by Jeanine Gregersen Hermans, a graduate from CHEI and senior member of the Centre, part of the Academic Board. Others are in the pipeline.

Projects

1) KA171-HED-Mobility of higher education students and staff supported by external policy funds

This project offers mobility opportunities between the partners and the project will follow a hub and spoke model, with Università Cattolica del Sacro Cuore (Milan) serving as the hub institution. Staff mobility for sharing methodologies, approaches and know-how in doctoral student supervision.

In the pipeline:

2) K2 - Capacity Building in higher education: Partnerships for transformation in higher education (UC-CHEI partner) – to be submitted in 2025

The project (led by the University of Alba Giulia, Romania) focuses on advancing the internationalization and inclusivity of higher education and research at universities in Argentina, Chile, and Colombia (Latin American and Caribbean Universities – LAC UNI's). By identifying challenges and implementing innovative, tailor-made solutions, the initiative promotes peer-to-peer learning and the exchange of expertise, competencies, and best practices. A key emphasis is placed on ensuring that internationalization strategies are inclusive, addressing the specific needs of students from disadvantaged backgrounds and fostering equitable access to opportunities across diverse demographics.

To achieve these goals, the project consortium draws on the expertise of EU Member States and partner countries, incorporating their strengths in inclusive internationalization, and - thanks to CHEI's expertise - the project will promote the ICI (Inclusive Comprehensive Internationalization) framework and its self-assessment tool that aims to identify and address hidden barriers across various modalities of international learning experiences (physical, virtual, and blended), promoting inclusivity in internationalisation efforts.

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An **Erasmus+ Capacity Building (VET)** to be submitted in 2026 is in the planning stages with Prof. Elena Marta (previous member of the CHEI Management Board) and Dr. Giovanni Aresi, both from the Cattolica Research Centre Cerisvico (Research Centre for Community Development and organisational quality of life). The topic is on Volunteering by International Students as an activity of inclusivity and integration. It starts from a collaboration that led to a poster presented at the ENIS conference in Iasi in June 2025, and paper written by the above colleagues and Amanda (the paper is currently under review). Partnerships with universities in other countries are being sought and the project application is being written.

2.2 Numbers and quality of events, online and in-person.

Outside of the Doctoral programme, there have been six research presentations representing CHEI over the last few months, reflecting activities and research carried out by (mostly) local staff.

Prof. Catherine Montgomery, Chair of the CHEI Academic Board.
CHEI Keynote at ENIS Conference, 24-25 June, Iași, Romania.

Catherine gave a talk entitled 'The dynamics of cross-border academic mobility and immobility: what does the future hold?', The keynote explored cross-border academic mobility in an increasingly complex geopolitical context, suggesting that both forced mobility and academic immobilities should be considered part of the mobilities picture of globalised higher education.

Dr. Olivia Mair (post-doctoral fellow in CHEI until 2024, currently in the Languages faculty, and an Educational Developer for CHEI)

- 1) National Workshop (online): Developing intercultural teaching competences for international classrooms, for the National Association AsdUni (Associazione italiana per la promozione e lo Sviluppo della Didattica, dell'apprendimento e dell'insegnamento in Università) 3 luglio 2025

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- 2) Plenary presentation: Meeting the challenges of EME Assessment, II Jornada d'English Medium Education, Universitat de Girona, Spain. <https://esdeveniments.udg.edu/131453/programme/iijornada-drenglish-medium-education.html>, 5 giugno, 2025.
- 3) Presentation: Enhancing intercultural communication through a bilingual peer mentoring project. XIII convegno AICLU – The role of Language Centres in the internationalization of universities, Università di Pavia, 20-21 giugno 2024. <https://cla.unipv.it/AICLU2024/wpcontent/uploads/2024/05/Program-XIII-AICLU-Conference-Pavia-2024-DEF.pdf>
- 4) Poster: Adapting to life in an Italian university. International students' English-medium Education experiences in their first few months, International Congress, Centro interuniversitario di ricerca LinE (Language in Education) Research Centre, Trento 28-30 novembre

Prof. Amanda Murphy

- 1) 28th May 2025 “Internationalisation: Can we make it from EMI to multilingualism?” British Association of Lecturers in English for Academic Purposes seminar: Internationalisation and EMI in Italy: Critical perspectives
- 2) 4-6 June, 2025. Poster presentation: Aresi, G., Pozzi, M., Sojic, A., Nowakowska, I., Murphy, A.C., Marta, E. (2025). How Can Volunteering be a Pathway to Integration? A Qualitative Study on International Students. European Network on International Student Mobility conference, Iasi (Romania), 4-6 June 2025.

2.3 Numbers and quality of active collaborations and partnerships.

Strategic Alliance of Catholic Research Universities (SACRU)

Within SACRU the Working Group on *Rethinking Internationalisation of Higher Education* is chaired by Rita Locatelli (Università Cattolica) and Gerardo Blanco (Boston College), both members of the Academic Board at CHEI. The group also involves Amanda Murphy, Olivia Mair, and Catherine Montgomery (CHEI and Università Cattolica), Naoki Umemiya, Takehito Kamata, and Miki Sugimura (Sophia University), Daniela Veliz Calderon and Ana Luisa Muñoz (Pontificia Universidad Católica de Chile), Patrícia Oliveira-Silva (Universidade Católica Portuguesa), and Mellita Jones (Australian Catholic University).

In the last year, the SACRU network has been developing a research project around internationalisation policy and practice in Catholic Universities across four continents, and on 14th July 2025, the Catholic University of Portugal in Lisbon ran a research conference on Research Security and

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Integrity. Catherine Montgomery was invited to Lisbon to speak about responsible internationalisation on behalf of CHEI. Catherine was part of a panel that involved Patricia Oliveira de Silva and was chaired by the Vice Rector of the Catholic University of Portugal, Miguel Marques. The presentations and discussion centred on the balance between research security and integrity and open international collaboration.

2.4 Social media impressions and website visits.

Most of the community of international higher education has moved off X, which, when called Twitter, was quite an important outlet for CHEI. We have not yet moved onto Bluesky, partly because we have no-one who can manage the account reliably. CHEI does not have an easy identity to communicate since it works both outwards, mostly on the doctoral level, and inwards for the University.

The LinkedIn account of the Director (who is also head of English language in the Languages faculty) is where the CHEI page is linked, and there are 1452 followers of the CHEI page. There were 28 posts in 2024-25, a little more than 2 a month, the average number of impressions per post is 1532, and the average number of likes 45.

We have not counted the number of website visits.

Topic	Impressions	Engagement: Likes, comments, reposts
1. Post about CHEI Publication	657	18 likes
2. Repost about EAIE conference	635	18 likes
3. News about Fabio's PhD viva	?	75 likes, 25 comments
4. News about Cara's PhD viva	618	25 likes
5. Second post with photos about Cara's PhD	1910	61 likes, 7 comments
6. News about Maria Elvira's PhD viva:	1283	34 likes, 10 comments
7. Reposts: Jeanine's EAIE seminar:	?	44 likes
8. Repost: CHEI representation at Boston College seminar:	?	179 likes, 6 comments

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9. Repost: Elisabetta Santanni's post about event at her university	287	5 likes
10. News about planned PhD Writing week:	4493	58 likes, 3 comments, 5 reposts
11. Intercultural mentoring project:	983	11 likes, 1 repost
12. Post about Brescia seminar: 1754	1754	81 likes, 2 comments, 2 reposts
13. Repost about international practitioner network:	?	14 likes, 1 repost
14. Repost of Rosalind Raby's post about CIES Chicago:	?	72 likes
15. Post about E4Impact in the University World News:	506	9 likes
16. Repost about Intercultural mentoring workshop:	334	10 likes, 1 comment
17. Post about EME in UCSC:	2709	80 likes, 1 repost
18. Post about IHE Book with many CHEI chapters:	2908	55 likes, 5 comments, 1 repost
19. Repost about John Lucas on the MB of CHEI:	778	12 likes
20. Repost about Rita Locatelli speaking with Hilligje van't Land (IAU) at UNESCO conference:	632	13 likes, 2 comments, 1 repost
21. Repost about Intercultural Mentoring project:	?	25 likes, 2 comments, 1 repost
22. News about Marina Casals' PhD Viva:	5249	72 likes, 16 comments, 2 reposts
23. Post about conference on University Alliances at school of transnational alliances in Florence:	1354	51 likes, 3 comments, 1 repost
24. Post about intercultural mentoring project in Brescia:	1782	35 likes, 1 comment, 1 repost



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25. Post about intercultural mentoring project in Milan:	1664	44 likes, 1 comment, 2 reposts
26. Repost about open access JCIHE publication:	319	8 likes, 1 comment
27. Post celebrating CHEI boards:	2465	103 likes, 7 comments
28. Post about Rita and Catherine presenting in Cyprus:	1917	55 likes, 1 repost

2.5 Ongoing quality assurance activities

The quality assurance activities related to this pillar of the strategic plan amount to discussions between the Director, Associate Director and Communication Unit.



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Objective 3

Explore and create opportunities for the provision of professional development, consultancy activities and education programmes

Indicators

- 3.1 Numbers, quality and revenue of online and in-person courses, seminars and workshops;
- 3.2 Numbers, quality and revenue of consultancy activities;
- 3.3 Numbers, quality and revenue of education programmes;
- 3.4 Ongoing quality assurance activities:

3.1 Numbers, quality and revenue of online and in-person courses, seminars and workshops

EME in other universities

Three workshops were set up in July for the members of a University Alliance run from the University of Camerino, to be delivered by CHEI Educational Developers Jane Christopher and Prof. Francesca Costa (also Academic Board Member). Unfortunately the workshops were cancelled for lack of enrolments (and therefore no funding).

One workshop was held online by Dr Olivia Mair for the Italian National Association of University Teaching AsDuni (Associazione italiana per la

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promozione e lo Sviluppo della Didattica, dell'apprendimento e dell'insegnamento in Università): Developing intercultural teaching competences for international classrooms, 3 July 2025

CHEI is in discussion with PACE University about setting up a professionalizing Master's, which would generate revenue, but the project is still in the planning phase. Other partners may come into the discussion over the coming months.

3.2 Numbers, quality and revenue of consultancy activities

Thanks to the initiative of John Lucas, Marina Casals Sala (PhD CHEI) and ISEP, a partnership has been set up to deliver courses through CHEI that derive from the SUCTI project, which was subsequently studied in Marina's PhD. Together with Associate Director Fiona Hunter and Jeanine Gregersen Hermans, Marina will redevelop the modules in the SCOPE project to train administrative staff in internationalisation according to a "Train the Trainers model". It is hoped this will be attractive around Europe and beyond, given the initial success of the project, and produce revenue that can be directed towards various goals. ISEP has generously decided to dedicate their revenue from the project to a scholarship for students from the Global South.

3.3 Numbers, quality and revenue of education programmes

There is nothing yet to report here.

3.4 Ongoing quality assurance activities

The quality assurance in this pillar will come through feedback questionnaires and discussions between the Director, Associate Director and Academic Board.

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Objective 4

Engage with the University's Schools and Departments to promote internationalisation across UCSC

Indicators

- 4.1 Numbers and quality of events across Schools and Departments;
- 4.2 Numbers and satisfaction of participants;
- 4.3 Ongoing quality assurance activities.

4.1 Numbers and quality of events across Schools and Departments;

RESEARCH AND TRAINING for academic staff in the international classroom: **EME Workshops**

The University's Strategic Plan continues to invest in training courses for university lecturers working in English-medium Education, delivered by CHEI. There are 5 CHEI Educational Developers: Barbara Bettinelli, Jane Christopher, Francesca Costa, Olivia Mair and Caterina Pavesi, coordinated by Jane Christopher, who currently offer 5 workshops:

- An Introduction to teaching international classes in English
- Microteaching and feedback
- Learning outcomes, feedback and assessment for the international classroom

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- Intercultural competence and group dynamics
- Collaborative Online International Learning

37 UC professors applied for the January and February 2025 Workshops (for a total of **82 enrolments**, some having enrolled for more than one workshop).

26 UC professors applied for the June and July 2025 Workshops (for a total of **46 enrolments**, some having enrolled for more than one workshop).

69 workshops have been delivered since we first offered them in 2016, with **295 lecturers** taking part, some having enrolled for more than one module (**total enrolments number 455**).

TWO2TANGO

- As part of its provision of professional development opportunities to Cattolica academic staff, CHEI is a participating partner in Two2Tango, an online international academic development project, which has just concluded its seventh year. Designed and run by Jennifer Valcke from the Karolinska Institute in Sweden, the project offers UCSC teachers high-quality professional development for teaching in international, English-medium education contexts.
- The programme matches each UCSC teacher with a teacher from another participant university and a facilitator. The course is run over seven months and includes six modules and a final assignment. It is ideal for teachers who have taken part in CHEI's EME workshops and who would like to continue on the academic development path. The peer-to-peer approach with international colleagues is engaging and effective. There is no revenue from this project since Cattolica academics take part free of charge, and CHEI pays its facilitators to run the sessions. The Project has been the object of research currently being published by the CHEI post-doc fellow (2021-2024) Olivia Mair.

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40 UC lecturers have participated in the programme so far.

The 2024-25 course ran from December 2024 to June 2025 and involved **6 UC participants**, with 29 from other countries.

There are **15 Facilitators**: 15 (from 12 institutions in 8 different countries, this year including one university from the Global South for the first time.

CHEI facilitators/mentors: 3 (Elizabeth Moffatt, Caterina Pavesi and Olivia Mair). Coordination for CHEI: Elizabeth Moffatt.

Modules on Internationalisation within PhD training across all Faculties

The now established three modules on internationalisation of higher education (internationalisation processes, internationalisation of the curriculum, internationalising the academic person) took place as usual within the standard PhD training promoted by the post-doctoral office and offered by CHEI. The modules for PhD students are the result of the Erasmus+ project SUCTIA of which CHEI was a partner, during which three academics, Tito Caffi, Maura de Mauro and Pierpaolo Marano from the faculties of Agriculture, Economics and Law were trained. In February 2025, 25 students signed up.

Teacher Training across the University

Educational Developers Jane Christopher and Olivia Mair are involved in the modules on internationalisation of the curriculum delivered in collaboration with TeleLab, the Teaching and Learning Centre, which all newly appointed academic lecturers are required to attend.

These two courses represent an important feature of the Centre's presence in the university they are inserted in regular professional development courses is recognition of the importance of internationalisation at all levels of academic activity.

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Intercultural Peer Mentoring Project for Internationalisation at Home (Glocal Connections)

Since 2023 CHEI has been running a bilingual intercultural peer mentoring project, designed by Olivia Mair which has been funded by the Istituto Toniolo for three years, the think tank and funding body behind Università Cattolica, which is very student-oriented. If the project continues, funding will need to come from a different source.

The second edition of the project in Milan was held in 2024, and the third in 2025. An edition was started in 2024 in Brescia, funded by the Campus,

The project builds on and responds to the key findings of the NEAR project, a CHEI -Centre for International Solidarity (CESI) initiative in 2021, which highlighted the need to connect international students better with local students. The project aims to:

- Increase intercultural competence of all participating students;
- Facilitate friendship and inclusion through the informal curriculum;
- Create opportunities to improve communicative competence in the local language for international students;
- Provide an internationalisation experience for local students.

The project places local students and international students in intercultural teams of 5-6 students. In Milan 14 local students took part in four workshops held by Andrea Campisano and Olivia Mair on intercultural communication in order to become mentors in the project, and 27 international students joined the project, although not all of them finished. The project adopts a reflective learning paradigm and mentors completed a final reflective writing assignment. In Brescia 10 local students took part and 17 international students from 10 different countries.

For the latest edition 2025 and is a promising new development in the penetration of internationalisation activities pioneered by CHEI within the university at student level. Student mentors receive academic credit for their role and an open badge.

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Other developing areas of activity of the Centre in the University include the Director's approval of the International Curriculum, which consists of a series of courses taken by International Students, and the setting up of the Foundation Year for incoming international students who do not have the requirements to attend Italian universities. In the academic year 2025-26, 30 international students will take courses in English and Italian in order to be able to apply for university in 2026-27. CHEI Educational Developer Barbara Bettinelli is coordinating the Foundation Year.

4.2 Numbers and satisfaction of participants

EME Workshops

37 UC professors in the January / February 2025 Workshops (for a total of **82 enrolments**)

26 UC professors June / July 2025 Workshops (for a total of **46 enrolments**)

69 workshops since 2016, with **295 lecturers** taking part, some having enrolled for more than one module (**total enrolments number 455**).

Two2Tango: 2025

6 UC participants

Internationalisation within PhD training across all faculties

25 PhD students

Intercultural Glocal Mentoring in Milan

20 students; Brescia 12.

4.3 Ongoing quality assurance activities

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All the EME workshops are followed up with a questionnaire and the feedback, shared between the coordinator Jane Christopher and the CHEI director, is consistently positive. Although we have asked the PhD office for feedback from students on the internationalisation models held, none has yet been provided. Two2Tango is run by the Karolinska Institute and feedback goes to them directly.

Conclusion

CHEI is a small but vibrant centre, which has built an excellent international reputation thanks to its academic staff and increasing number of graduates from the PhD programme. CHEI takes Università Cattolica literally all around the world – tracking this is not easy, but ways need to be found to do so. While the Centre's activities proliferate also within the institution, the number of staff involved continues to be limited and rather precarious. It will be important to recruit new younger members who can take the Centre forward in the coming years, keeping it firmly embedded in the university, but open to the world.