

# THE EAIE BAROMETER

INTERNATIONALISATION IN EUROPE

*Second edition*

## SIGNPOSTS OF SUCCESS



European Association for  
International Education

*Anna-Malin Sandström  
Ross Hudson*

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**The EAIE Barometer: Internationalisation in Europe (second edition)**  
Signposts of success

**Authors**

Anna-Malin Sandström, Ross Hudson

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# INTRODUCTION

What does ‘successful’ internationalisation look like in European higher education? Over the last several decades, the need to answer this question, and to provide credible evidence in support of claims of success, has become increasingly important.

This urgency stems from several sources. For a start, the rapid expansion of the international higher education sector calls for greater accountability and quality assurance. Meanwhile, the demands being placed on internationalisation processes and activities to generate all manner of positive outcomes – for individuals, higher education institutions (HEIs) and systems, and even national economies and society at large – create a strong need to ascertain if ‘success’ is being achieved and what specific approaches are generating desirable results. To address this need, the 2018 *EAIE Barometer: Internationalisation in Europe (second edition)* survey included questions designed to probe the notion of ‘success’ of internationalisation at the institutional level. This report looks at the commonalities in approaches to internationalisation among respondents who:

- perceive their HEIs to be above average in internationalisation in their national context,
- are confident about the future of internationalisation, and
- have reported comparatively greater progress than other respondents in pursuing their prioritised internationalisation activities.

In so doing, the report identifies factors that may contribute to enhancing successful internationalisation at HEIs, based on the views of the 2317 individual professionals actively involved in the internationalisation of their HEIs in the European Higher Education Area (EHEA) who responded to the *EAIE Barometer* survey (for further information please see Annex 2: Methodology).

## MEASURING SUCCESS

Measuring internationalisation and its related activities at HEIs is a challenging undertaking. Internationalisation is an increasingly complex phenomenon, and higher education institutions are multifaceted organisations undergoing constant evolution. Analysing both quantitative and qualitative indicators may be ideal for gauging the full extent of internationalisation's dynamics and effects (Beerkens *et al*, 2010), although valid and comparable indicators can often be elusive (Brandenburg, 2018). Furthermore, taking into account three key types of indicators – input, output and outcome indicators (Beerkens *et al*, 2010) – can be helpful.<sup>1</sup>

This study relies on the quantitative data collected for the *EAIE Barometer (second edition)* survey, and considers matters of input (if resources are being applied or steps taken, and in what ways), output (what progress is being perceived), and outcomes (how the longer-term future is viewed).

## CONSIDERING CONTEXT

A wide body of research and analysis of internationalisation in higher education has centred on the notion that approaches to internationalisation should attend carefully to matters of context. Following this logic, what works successfully in one national or institutional setting may not yield the same results in other contexts.

This report considered several contextual factors – region and country, institution type, institutional funding type and size of institution – and found few patterns to indicate that 'success' is more or less common in particular national or institutional settings.

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1. Input indicators are “resources available to support internationalisation efforts” and often take the form of financial and staff resources and relevant policies (Beerkens *et al*, 2010). Output indicators represent immediate results, such as increasing the number of enrolled international students or better embedding international aspects in the curricula. Outcome indicators are results that extend beyond the immediate, and speak to broader implications for the relevant stakeholders, including individuals and the wider institution.

On the face of it, this might seem to indicate that context *does not* matter. However, it could be that the findings in this area were skewed in particular ways based on the particular profiles and perspectives of the respondents to the survey. More substantively, the notion of ‘context’ might need to be further refined in order to get at other – potentially very salient – contextual variables (beyond country, institutional type *etc*) that are playing out in institutions where confidence and optimism run high. This is an interesting question for future consideration.

## SINGLING OUT SUCCESS

The *EAIE Barometer* survey asked respondents three questions related to notions or proxies of ‘success’ at their institution, namely 1) the progress they believe their institution had made in pursuing their strategic priority activities over the past three years, 2) the perceived level of internationalisation at their institution compared to other HEIs in their country, and 3) and how optimistic they were about the future of internationalisation at their HEI.

In all priority activities, the vast majority of respondents reported having achieved at least “some progress” over the past three years<sup>2</sup> (see Figure 1).

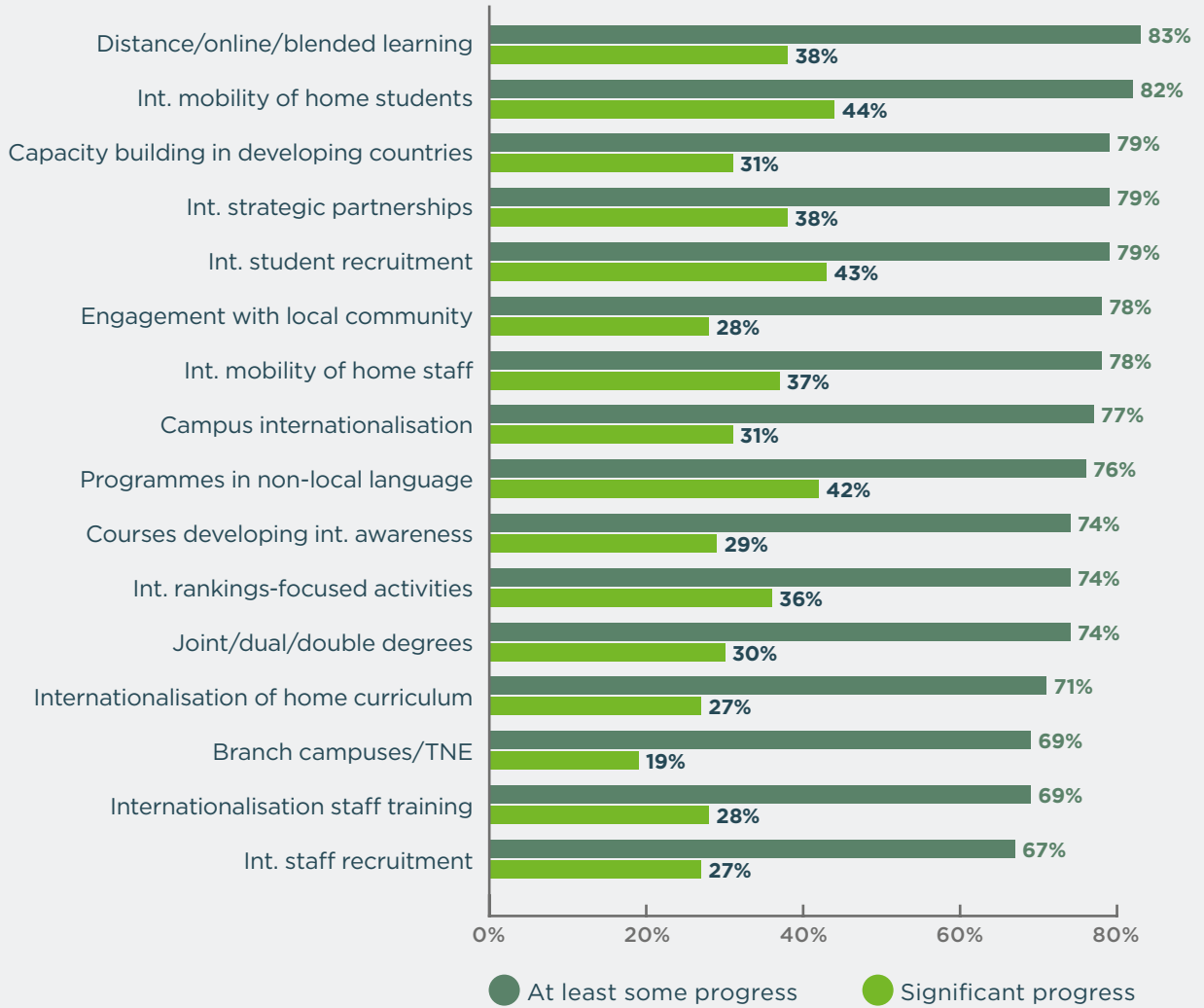
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2. It is important to note that the question measures the progress made in these activities, as opposed to the frequency with which a given activity was selected as a priority area by respondents. For example, “capacity building in developing countries” and “engagement with the local community” were less frequently indicated as priority activities by respondents, but the progress reported in relation to these activities was consistently higher than was reported for many other activities.

**Figure 1**

**Reported progress in strategic priority activities over past three years**

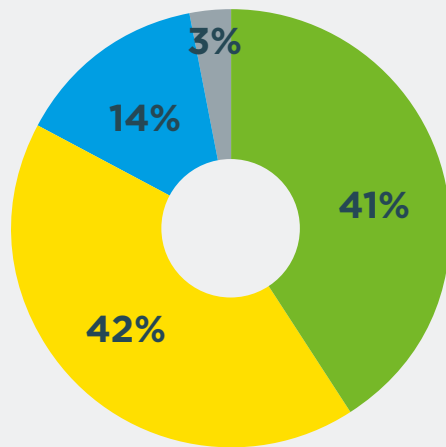
(n=1917)



Meanwhile, 41% of respondents viewed their HEI as above average, 42% as average and 14% as below average in internationalisation in their country (see Figure 2). The vast majority of respondents (81%) were also positive about the future of internationalisation at their HEI (see Figure 3).

**Figure 2**

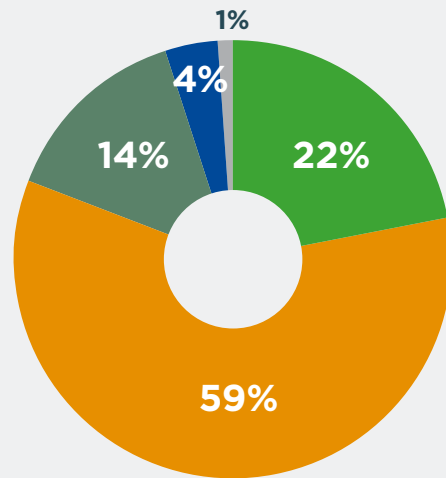
**Perceived level of internationalisation of respondent HEI compared to other HEIs in country (n=2317)**



- Above average
- Average
- Below average
- Don't know

**Figure 3**

**Feeling about the future of internationalisation at respondent HEI (n=2073)**



- Very positive
- Positive
- Neutral
- Negative
- Don't know

It is important to note that the questions in this report represent individual respondents' perceptions of internationalisation at their HEIs. Yet bearing in mind that the respondents are professionals actively involved in internationalisation at their HEIs, and given the sheer volume of respondents to the survey, an analysis of the results represents a unique insight into the views of centrally important stakeholders in internationalisation at HEIs in Europe.

# NINE SIGNPOSTS OF SUCCESS

So, what does ‘success’ look like for those who feel they have achieved some degree of meaningful progress on their international activities and agendas, and who perceive the future quite positively? To gain insight into the question, this report analyses the data on approaches to internationalisation reported by the respondents who said that their institutions were leading in internationalisation within their country, who had indicated achieving the most progress in delivering internationalisation activities, and who were the most confident about the future of internationalisation at their institution.

The *EAIE Barometer* data suggests looking in nine key directions; as described in more detail below, these areas correlated most clearly with the survey’s ‘success proxy’ questions.

1. Alignment of internationalisation with the academic mission
2. Commitment to a broad internationalisation portfolio
3. Existence of an institution-wide strategy
4. Established targets for priority activities
5. Regular strategy evaluation
6. Funding for priority activities
7. Coordinated organisation
8. Training to support priorities
9. Systematic quality assurance





## 1. Alignment of internationalisation with the academic mission

Analysis of the *EAIE Barometer* data suggests that pursuing internationalisation for reasons closely aligned with the traditional missions of the university – teaching and research – coincides with HEI staff confidence in the future of internationalisation at their institution, and their perception of a comparatively high level of internationalisation at their HEI.<sup>3</sup>

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When internationalisation is linked to the institutional mission – as opposed to monetary objectives – it coincides with greater staff confidence in the future

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Conversely, staff at HEIs where respondents perceive that internationalisation is focused on achieving financial benefits were more likely to see their institution as *below average* in their country (19%) compared to 14% in the total sample. Similarly, respondents at HEIs internationalising for financial gains were 10 percentage points less positive about the future of internationalisation at their HEI than the total sample. At the other end of the spectrum, respondents from HEIs internationalising with the goal of increasing the quality of research were a few percentage points more likely to view their institutions as above average (44%), while respondents internationalising with the goals of improving the quality of education or research were somewhat more optimistic about the future (85% and 84% respectively) than the average respondent. Pursuing internationalisation for goals linked to institutional mission, as opposed to monetary objectives, therefore appears to coincide with greater staff confidence in the current and future state of internationalisation.

It is perhaps not surprising that respondents who report that their institution internationalises primarily for financial benefits – something which is often perceived as a less desired goal in academic environments and can therefore be seen as a critique of the institutional policies and actions – are less positive about the future, and feel their institution is below average in internationalisation.

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3. No clear correlations were discernible between confidence in the future or perceived level of internationalisation and respondents at institutions who indicated that they internationalise to enhance the third mission (better service the local community and society).

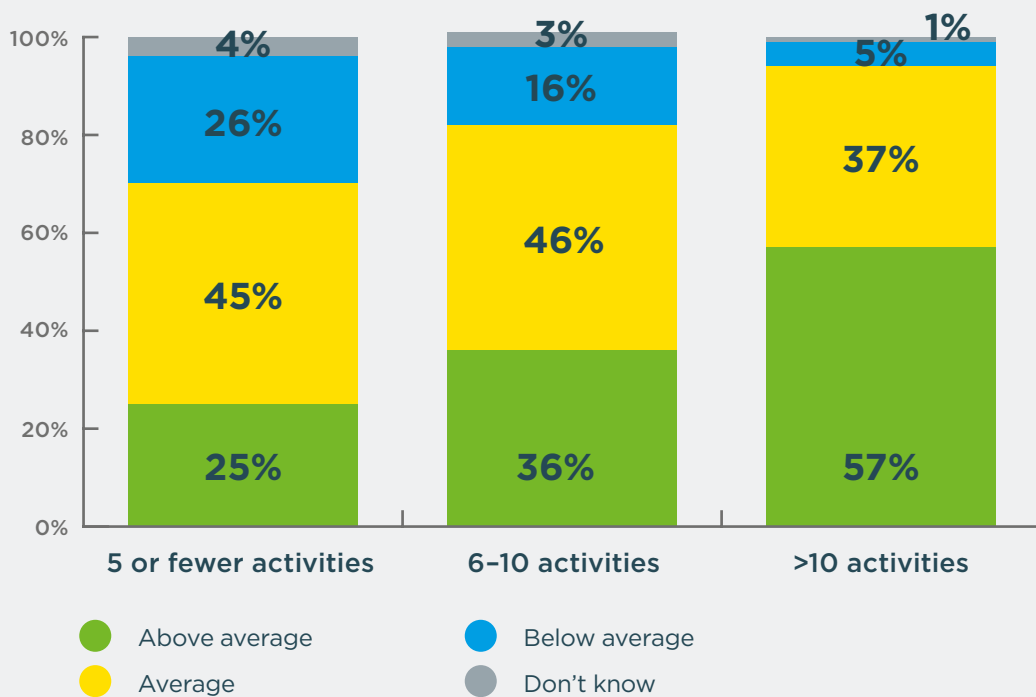
No clear relationship emerged between the goals for internationalisation and progress reported in priority activities, however. Indeed, analysis of the data shows that the progress perceived in priority activities varied considerably from activity to activity, with no goal for internationalisation clearly standing out as enhancing or slowing progress.

## 2. Commitment to a broad internationalisation portfolio

The range of internationalisation activities undertaken by institutions appears to clearly correlate with perceived levels of internationalisation. For example, 57% of respondents working at HEIs undertaking more than ten internationalisation activities saw their institutions as having an above-average level of internationalisation in their country, compared to only 25% of respondents who reported their institution undertook fewer than five activities (see Figure 4).

**Figure 4**

Perceived level of internationalisation at respondent HEI and number of activities undertaken (*n*=2317)



Other data further underlines the role of a broad internationalisation portfolio. Analysis shows that at HEIs where more than ten activities were undertaken, 87% of the respondents were positive about the future of internationalisation at their HEI, compared to 81% of all respondents. Interestingly, according to the respondents, these HEIs had also achieved more progress in their priority activities than their peers. For example, respondents at these HEIs reported up to 11 percentage points more progress over the past three years in half of the internationalisation activities included in the *EAIE Barometer* survey.

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### Undertaking more internationalisation activities correlates with higher levels of perceived success

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The survey results seem therefore to indicate that undertaking more internationalisation activities correlates with higher levels of perceived success. Of course, taken in isolation, an organisation's commitment to a greater number of activities likely only tells one part of a more complex story of strategy, organisation, resources and capacity to assure quality, among other factors. However, when it comes to confidence in the future and perceptions of success, a more extensive activity profile appears to make a difference.

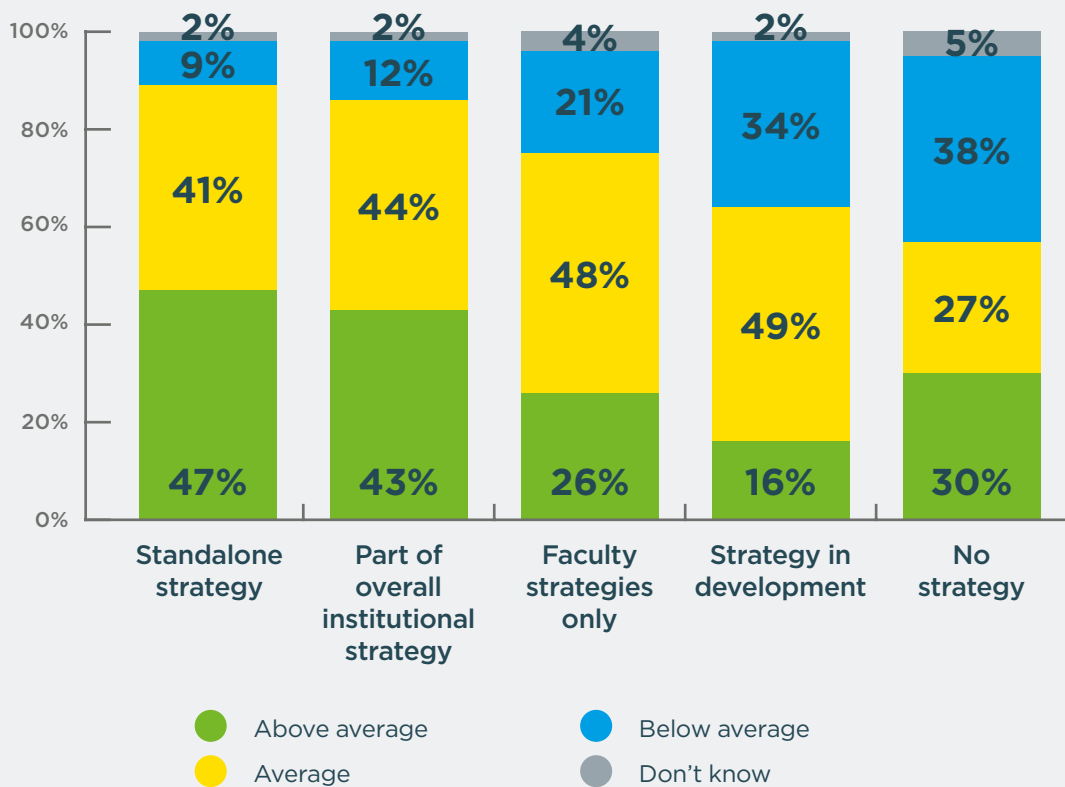
### 3. Existence of an institution-wide strategy

It is often argued that taking a deliberately strategic approach to internationalisation is important for enhancing its success (de Wit *et al*, 2015). Having policy support for internationalisation – in the form of a strategic plan, performance targets and evaluation mechanisms – offers “essential enablers” for internationalisation (Nolan & Hunter, 2012). The *EAIE Barometer* survey results support this finding, and additionally reveal that selecting the right type of strategy is also important.

The *EAIE Barometer* survey asked respondents to indicate whether they had a standalone institution-wide internationalisation strategy, included internationalisation in the overall institutional strategy, covered internationalisation only in faculty-level strategies, were in the process of developing a strategy or did not have any form of strategy for internationalisation. As seen in Figure 5, those in the sample working with a standalone institution-wide internationalisation strategy were the most likely to indicate that their HEI was above average in internationalisation.

**Figure 5**

**Internationalisation strategy and perceived level of internationalisation**  
(n=2317)



Meanwhile, a sense of being below average was much more commonly reported by respondents at HEIs where internationalisation was contained within individual faculty-level strategies (21%), that were in the process of developing a strategy (34%) or that did not have a strategy (38%).

At the same time, analysis of other data collected shows that having a standalone institution-wide internationalisation strategy also correlated with how respondents feel about the future of internationalisation. For example, 88% of respondents from HEIs with a standalone strategy were optimistic about the future, compared to only 46% at HEIs with no internationalisation strategy, 77% at HEIs with the strategy in development and 59% at institutions where internationalisation is contained in faculty-level strategies.

When analysing the progress made on the priority activities included in the internationalisation strategy, there were some discernible differences between the different strategy types. Overall, respondents at institutions with strategies situated at the faculty level reported less progress. Yet in most instances, the differences were not substantial or the base size for the faculty strategies subgroup was too low to attribute a clear correlation. As a result, it appears as though, in addition to a broad set of activities, the success of internationalisation is further strengthened by institution-wide strategic commitment.

#### 4. Established targets for priority activities

There is a risk that, once developed, strategy documents become overlooked or ignored and are not properly used to guide the work of the institution. Institutions can, however, further enhance the usefulness of their strategies by assigning performance targets to their identified strategic priority activities. This allows for stakeholders at the institution to have a common understanding of the level of ambition while also facilitating the measuring of progress. The *EAIE Barometer* survey asked respondents whether their institution outlined specific targets for the activities prioritised in their strategy. In 11 out of the 16 internationalisation activities analysed in the study, having set targets for the activity in question coincided with respondents being more likely to see their HEI as having an above-average level of internationalisation. Equally, in 12 of the activities studied, having activity-specific targets correlated with staff expressing more optimism about the future. Respondents were also more likely to report seeing progress in relation to priority activities when targets were attached to these activities, as compared to priority activities with no targets specified.

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When set targets for internationalisation activities are set, staff are more likely to see their HEI as above average in internationalisation

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However, for a small number of priority activities featuring performance targets, respondents' confidence, optimism and/or perceptions of progress were not ostensibly affected. This was evident to varying degrees for the priority activities of engagement with the local community on international issues, branch campuses, courses developing international awareness, and internationalisation training for staff. Perhaps these activities are less quantifiable and thus setting functional targets for them is more challenging. However, it is clear from the data that for the majority of activities considered, having targets appears to enhance perceptions of progress.

## 5. Regular strategy evaluation

The *EAIE Barometer* data shows that the more frequently strategy evaluation is undertaken, the more likely staff are to consider that their institution has an above-average level of internationalisation when compared to others in their country. Specifically, 51% of respondents at HEIs where the strategy was evaluated every 1–2 years, and 49% of respondents at HEIs evaluating their strategy every 3–4 years, felt that their institution had an above-average level of internationalisation. The corresponding percentage for the total sample was 41%.

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### More frequent strategy evaluation corresponds to higher perceived levels of internationalisation among staff

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Furthermore, analysis of the survey data shows that regularly evaluating the strategy correlated with respondents' optimism about the future of internationalisation at their HEIs. For example, 90% of respondents from HEIs that evaluate their strategy every 1–2 years, and 91% of respondents from HEIs that evaluate every 3–4 years, were positive about the future of internationalisation at their HEI, compared to 81% of the entire sample studied.

Analysis of the data also shows that respondents from HEIs that evaluate their internationalisation strategy were more likely to perceive progress made on their priority activities. Having any form of evaluation procedures in place made it more likely to see at least some progress reported in ten out of the 16 priority activities included in the study.

## 6. Funding for priority activities

Resource allocation in the form of financial support is often seen as another key factor of successful internationalisation (Nolan & Hunter, 2012). In the *EAIE Barometer* study, respondents noted lack of funding as the biggest challenge to enhancing internationalisation at their institution. When analysing the results in further detail, it is illuminating to note that the opposite also holds true – namely that having earmarked funding for priority activities correlates with the perception of successful delivery of internationalisation.

A majority of respondents (57%) at HEIs with resources allocated to *all* of their priority activities saw their institutions as above average. Funding has a further positive influence, as analysis of the results shows that 88% of respondents who reported having resources allocated to all priority activities, as well as 86% of the respondents reported funding allocated to some priority activities, were positive about the future of internationalisation at their HEI. Indeed, this trend is further underlined by the fact that respondents were more prone to report “significant progress” in ten of the priority activities analysed when their HEI allocated resources for *all* priority activities.

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Respondents were more prone to report “significant progress” in ten of the priority activities analysed when their HEI allocated resources for *all* priority activities

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It therefore appears that, in order to ensure progress in their implementation, as well as to enhance optimism and confidence in the internationalisation of their institutions by staff, it is important to ensure there are financial resources allocated to all priority activities.

## 7. Coordinated organisation

Essential resources for internationalisation stretch beyond financial resources and should also include staff and management (Brandenburg *et al*, 2009). It is perhaps self-evident, but how institutions organise and manage internationalisation is directly relevant for the successful development and delivery of the process. For this reason, the *EAIE Barometer* survey included three questions focused on staff resources. The first of these sought clarity on who has the final responsibility for decision-making on internationalisation at the institution, and resulted in no clear correlations with the identified proxies for success. However, the questions that focused on how internationalisation is organised and on staff internationalisation training offered by the institution produced some interesting results.

Respondents were asked whether they had a single centralised office working on internationalisation, multiple offices working independently on internationalisation,



multiple offices working in coordination on internationalisation, or if internationalisation was the non-coordinated initiative of individual employees.

Respondents at HEIs with multiple offices working in coordination were the most likely to see their institutions as having an above-average level of internationalisation. Indeed, nearly half (47%) of these respondents saw their institutions as above average, whereas when internationalisation was the non-coordinated initiative of individual employees, only 19% of respondents considered their institutions to be above average. The same applies to confidence in the future. Respondents working at HEIs with multiple offices working in coordination were the most likely to be positive about the future of internationalisation (86%), whereas those at HEIs where internationalisation was the non-coordinated initiative of individual employees were the least likely to be optimistic (54%). Staff at institutions with a single international office, or multiple offices working independently, occupy the middle ground.

At the same time, HEIs with multiple offices working in coordination were the most likely to report progress on their identified priority activities (see Figure 6). These respondents, for example, reported that their institution had achieved above-average progress in eight of the 16 internationalisation activities included in the study (such as joint and double degree programmes and international student mobility, as well as online or distance learning). Respondents from HEIs with multiple offices working on internationalisation without coordination appeared to see less progress overall in their priority activities. The base size was often too low to draw conclusions about the sample subgroup that reported that internationalisation was the non-coordinated initiative of individual employees.

It is also interesting to note that respondents from HEIs with a single centralised office working on internationalisation appear to fall in between the two decentralised organisational formats in terms of their perceived progress on internationalisation. In most instances, the progress reported with respect to the internationalisation activities of such HEIs is close to the average.

**Figure 6**

**Organisation of internationalisation (n=2302) and reported progress (n=1917)**

**At least some progress in int. mobility of home students**



**At least some progress in courses developing int. awareness**



**At least some progress in distance/online/blended learning**



**At least some progress in joint/dual/double degrees**



**At least some progress in campus internationalisation**



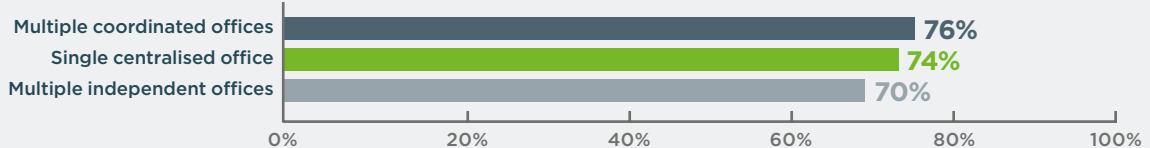
**At least some progress in internationalisation of home curriculum**



**At least some progress in programmes in non-local language**



**At least some progress in int. rankings focused activities**



0% 20% 40% 60% 80% 100%

However, particularly for activities that require close faculty involvement – such as programmes in non-local languages, joint and double degree programmes, and online and distance learning – such HEIs reported less progress.

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**Successful delivery of internationalisation activities appears to be connected to coordinated and mainstreamed efforts across the institution**

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Overall, however, reports of successful delivery of internationalisation activities appear to be connected to coordinated and mainstreamed efforts across the institution, indicating that successful internationalisation is enabled by internal collaboration.

## **8. Training to support priorities**

The success that an HEI has in achieving its internationalisation goals will not only depend on how staff are organised, but also on the knowledge and skills of those involved in the development and delivery of the process. Indeed, the results of this study show that lack of staff commitment to internationalisation was noted as the second-most pressing internal challenge to internationalisation, and lack of staff expertise on internationalisation is the sixth-most commonly reported challenge (Sandström & Hudson, 2018).

The vast majority of respondents detailed that their HEI did make available some internal and external training programmes on internationalisation to faculty or staff in order to enhance the skills and knowledge base of those charged with developing and implementing internationalisation. Respondents at HEIs that made internationalisation training available to their staff were more likely to see their institutions as above average. Depending on the training activity in question – including, for example, training focused on recruiting and retaining international students, intercultural communication and competence training, English language training *etc* – between 44% and 56% of the respondents whose HEIs made staff training available reported their HEI was above average.

Offering training focused on “managing international relations,” however, represented the one exception to this finding, as no difference was discernible in perceptions about institutional performance among respondents whose institutions offered this specific type of training. In contrast, a mere 18% of respondents at HEIs with no internationalisation training on offer indicated that they felt their institution was above average.

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### Assessing the quality of internationalisation activities correlates directly with perceived levels of success

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The availability of training programmes also had implications for how respondents felt about the future of internationalisation at their HEI; respondents working at HEIs that offer internationalisation training of some sort were more positive about the future of internationalisation than their peers at institutions that did not have such offerings. Between 85% and 91% of respondents who had training available were positive about the future of internationalisation at their institutions, compared to 61% of their peers who had no training available.

The data collected also shows that providing training on internationalisation related to a priority activity directly correlates with reported progress made on the activity in question. For instance, progress on international student recruitment is more likely to be reported at HEIs that offer training on international student and faculty recruitment, language training other than English language proficiency, and student and staff services training. Similarly, progress on internationalisation of the curriculum is more likely to be perceived when the HEI offers training on international learning outcomes, internationalisation of the curriculum and teaching methods.

Making training available for staff and targeting the offering to support the institution’s priorities appear to be important aspects to consider in institutional internationalisation efforts, with a clear bearing on perceptions of success.

## 9. Systematic quality assurance

It is well understood that quality-assuring internationalisation is “an essential tool in reaching institutional goals in a controlled manner” (van Gaalen, 2010).

One of the essential functions of quality assurance is improving institutional activities and processes. The *EAIE Barometer* data further corroborates this, by

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Assessing the quality of internationalisation activities through a formalised internal quality assessment system correlates directly with respondents’ perceptions of success

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showing that systematically assessing the quality of internationalisation activities through a formalised internal quality assessment system correlates directly with respondents’ perceptions of success. Half of the respondents at HEIs that internally assessed quality in a systematic way rated their institution as above average, compared to only 41% in the total sample. Regularly assessing quality at the institution level also appears to correlate with respondents being more likely to view the future optimistically; 89% of respondents were positive about the future at institutions that had a regular internal quality assurance system in place.

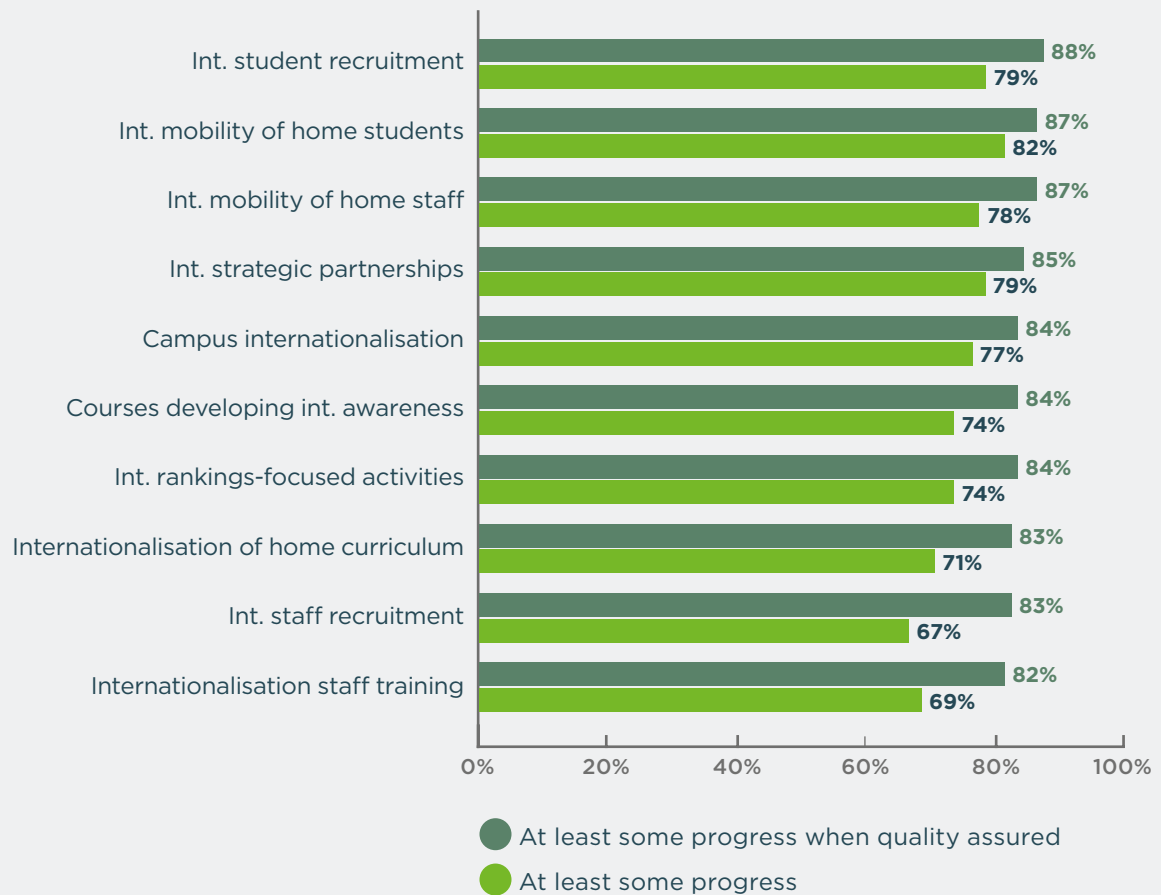
The importance of systematic quality assurance is further underlined when analysing the data against the reported level of progress made in priority activities. For example, in half of the 16 activities considered in the survey, the presence of a systematic internal quality assurance system correlates with respondents being more likely to indicate that their HEIs had made ‘significant progress’ in their internationalisation activities.

When looking more closely at the data, it is clear that quality-assuring a given internationalisation priority increases the likelihood of its perceived progress. For example, in ten of the 16 activities analysed in the study, a noticeable difference in reporting on increased progress can be noted (see Figure 7).

On average, respondents are seven percentage points more likely to report progress in a priority activity if it is quality-assured. Quality assurance hence correlates with an overall perception of success, while also appearing to enhance progress in specific activities.

**Figure 7**

**Quality assurance of activity (n= 1166) and reported progress (n=1917)**



# CONCLUSIONS

The literature on internationalisation often argues that no one model can apply to all institutions when it comes to the development and delivery of internationalisation policy and its related activities. Whilst this report does not refute this claim, analysis of the *EAIE Barometer* data indicates possible commonalities in approaches to strategy, organisation, resources and quality assurance that correlate with higher rates of perceived success with internationalisation.

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Internationalisation thrives not only when mainstreamed through the institution, but also when acted upon collaboratively

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Several key patterns and developments are worth noting. First, embedding internationalisation within the academic mission of the institution, with a standalone institution-wide internationalisation strategy, and coordinated organisational structures in place dedicated to internationalisation, seems to correlate with perceptions of success and enhance successful delivery of internationalisation.

Moreover, the data indicates that internationalisation thrives not only when mainstreamed through the institution but also when acted upon collaboratively. In addition to having a collaborative structure in place where dedicated staff work on internationalisation, offering staff training on internationalisation, particularly tied to strategic priorities, seems to bring about a higher feeling of accomplishment.

With internationalisation reportedly becoming increasingly mainstream within HEIs, the number of internal stakeholders involved in the process will likely grow, particularly among staff at the periphery of the process. As the data on perceived

progress in internationalisation activities show, progress is less often reported in relation to activities requiring the active involvement of faculty. This finding further underlines the importance of collaboration and relevant training across the institution.

In terms of internationalisation strategy, having set targets, adequate resources and a regular evaluation also stand out as factors enhancing the success of internationalisation efforts. Moreover, the results show that tying other activities – such as staff training or quality assurance efforts – to the priorities outlined in the strategy can bolster progress. The analysis shows that an evaluation culture and a focus on quality assurance permeating the institution further increase the likelihood that internationalisation is perceived to deliver positive results. In this light, the fact that just 53% of respondents indicate that their institution has a formal internal quality assurance process in place is perhaps worrying.

Of course, it is worth bearing in mind that this report focuses on a limited number of indicators and therefore cannot give a full picture of how to advance internationalisation. However, the sheer size of the dataset collected in the *EAIE Barometer* study, and the fact that those taking part in the study work directly on internationalisation in HEIs, does provide us with a wealth of high-quality data through which to consider key signposts for enhancing the success of internationalisation at their institutions.

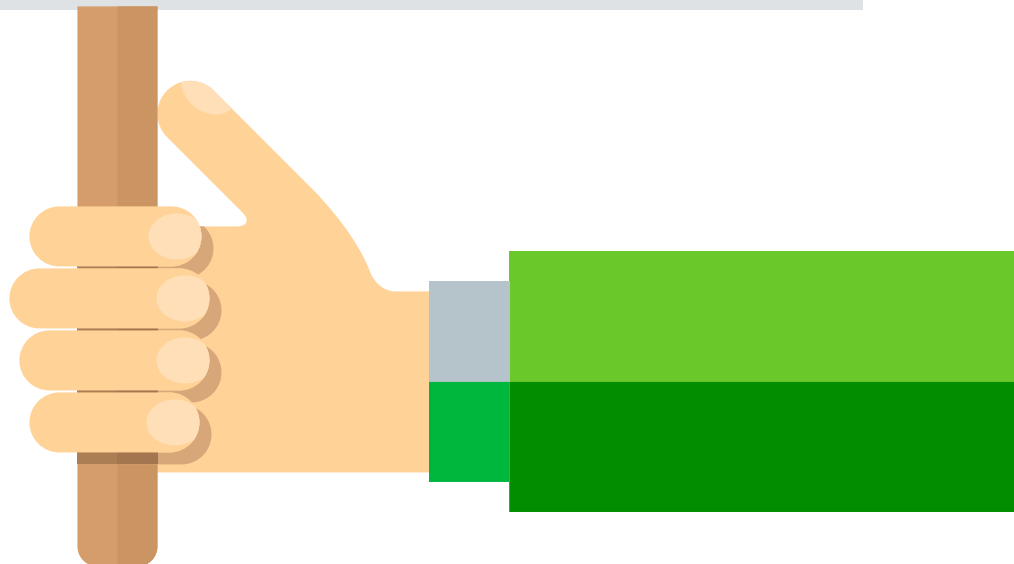
What is also encouraging is that the factors that are most strongly correlated with the three identified success indicators – perceived level of internationalisation at the HEI, optimism about the future and reported progress in priority activities – were mostly (though not exclusively) aspects of internationalisation that HEIs can directly influence. As such, the analysis of the *EAIE Barometer* data that is presented here gives a useful framework for international higher education professionals to consider as they seek to develop the quality and success of their internationalisation activities at their respective HEIs.



## SIGNPOSTS FOR SUCCESS: WHAT MIGHT THEY MEAN FOR YOUR INSTITUTION?

Given the analysis of the *EAIE Barometer* data presented in this report, the following stand out as factors enhancing the success of internationalisation at HEIs. As such, professionals may want to bear these issues in mind when thinking about their institution's approaches to internationalisation:

- aligning the internationalisation goals with the institution's core mission
- thinking expansively about the scope and range of internationalisation activities to which the institution is committed
- enacting a standalone, institution-wide strategy for internationalisation
- committing to clear targets for priority activities
- allocating resources for priority activities
- regularly evaluating the institution's internationalisation strategy
- embedding the management and administration of internationalisation in the institutional structure in ways that foster coordination among stakeholders
- making internationalisation training available for staff – particularly training related to the activities prioritised within the strategy
- assessing the quality of priority activities on a regular basis



# ANNEX 1

## RESPONDENTS

In total, 2317 individual respondents from 45 EHEA countries and 1292 unique institutions completed the *EAIE Barometer* survey. The highest numbers of survey respondents came from the Netherlands (9%, 210 respondents), Germany (7%, 160 respondents), Finland (6%, 130 respondents) and the UK (5%, 117 respondents). Other countries represented in the survey each made up 4% or less of the respondents.<sup>4</sup>

The vast majority of respondents (80%) work at public institutions, while 14% work at private non-profit HEIs and a further 4% at private for-profit HEIs. Just over half of the respondents work for research universities (54%), slightly more than one-fifth (22%) work for universities of applied sciences, and 17% for specialised HEIs. Respondents also worked at HEIs of various sizes with 33% at small HEIs (fewer than 5001 full-time equivalent [FTE] students), 35% at a medium-sized HEIs (5001–20,000 FTE students), and 27% at large HEIs (more than 20,000 FTE students).

The vast majority of respondents indicated that they worked full-time on internationalisation (70%). Indeed, the majority worked in their HEI's international office either as staff member (33%) or the head of office (27%). Close to one-fifth identified themselves as faculty, around one in seven worked in other administrative departments and a small minority indicated they were heads or deputy-heads of institution (5%).

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4. Countries included in the study (in decreasing order by number of respondents): Netherlands, Germany, Finland, United Kingdom, Sweden, Kazakhstan, France, Spain, Norway, Slovak Republic, Poland, Italy, Romania, Switzerland, Turkey, Hungary, Lithuania, Austria, Estonia, Russian Federation, Portugal, Denmark, Georgia, Czech Republic, Slovenia, Latvia, Flemish Belgium, French Belgium, Croatia, Greece, Ireland, Ukraine, Luxembourg, Cyprus, Iceland, Azerbaijan, Bulgaria, Malta, Albania, Andorra, Liechtenstein, Armenia, Belarus, Bosnia and Herzegovina, and the former Yugoslav Republic of Macedonia.

# ANNEX 2

## METHODOLOGY

The findings of this report are based on the *EAIE Barometer (second edition)* survey conducted from mid-October to early December 2017. The EAIE worked with a research partner, IFF Research, who was primarily responsible for cognitive testing of the survey, coding and online hosting, as well as data preparation and initial analysis. The online survey was sent to the *ca* 10,000 individuals in the EHEA in the EAIE contact database and was also spread via social media, industry channels and key partners. Working for an HEI in the EHEA was a prerequisite to take part in the survey.

Data analysis, including cross-tabulations, was conducted, marking subgroup differences to the sample average. For this report, the subgroups included country and region;<sup>5</sup> institutional type, funding type and size of HEI; goals and activities; strategy, strategic priorities, targets, resource allocation and strategy evaluation; organisation, responsibility for decision-making and training activities; existence of quality assurance and activities quality-assured.

As the total population of staff working on internationalisation at HEIs in the EHEA is unknown, it is not possible to adequately evaluate the representativeness of the sample. As a result, the findings should be seen as indicative, rather than representative. The survey included both opinion and factually-focused questions on internationalisation at the respondents' HEIs. Therefore, it is important to note the data collected from respondents to this study may differ from their HEIs' formal positions or priorities.

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5. Based on the United Nations' definition of regions, the regions are Eastern Europe, Northern Europe, Southern Europe, Western Asia and Western Europe.

Furthermore, it is possible that the sample is skewed towards HEIs that are more active or advanced in internationalisation, as the respondents came either from the EAIE contact database or from (social) media channels in the field. Alternatively, the respondents may have tended towards providing socially desirable answers, *ie* describing their institution as above average or reporting higher levels of progress. Nevertheless, the data analysed in this report does represent a uniquely large data set collected from international higher education professionals, directly working on internationalisation within HEIs in the EHEA.

For more information on the Methodology, please see the [excerpt](#) from the *EAIE Barometer: Internationalisation in Europe (second edition)*.

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# ABOUT THE AUTHORS

**Anna-Malin Sandström** is Policy Officer at the EAIE. She has worked at the Association since 2011, first with the Annual Conference and Professional Development programmes and, for the past five years, with the EAIE's policy and research initiatives. Prior to joining the EAIE, Anna-Malin spent time working in European affairs in Brussels. She holds a Master of Science in Political Science from Uppsala University, Sweden.

**Ross Hudson** is the Senior Knowledge Officer at the EAIE. He is also a doctoral candidate at the University of Bath, UK. Since 2007, he has worked in policy development and has held research roles in the field of international higher education in a number of organisations in the UK, France and the Netherlands. Ross co-authored the two last editions of the International Association of Universities (IAU) *Global Survey Report on Internationalization of Higher Education* (2010 and 2014 respectively), and has written a number of other published journal articles and research reports for organisations including the European Parliament, Institute of International Education (IIE) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

# ABOUT THE EAIE

**F**ounded in 1989, the European Association for International Education (EAIE) is the European centre for knowledge, expertise and networking in the internationalisation of higher education. As a member-led association of more than 3000 members from more than 80 countries, our mission is to help our members succeed professionally and to contribute to developments in international higher education from a European perspective.

We achieve this mission through a combination of training, conferences and knowledge acquisition and sharing. The EAIE Annual Conference and Exhibition is Europe's largest international higher education event, gathering more than 5700 professionals from nearly 100 countries to network and discuss the latest trends in the field. The EAIE Academy, the core of our top-class training programme, is a bi-annual training event offering a wide range of in-depth courses delivered by expert trainers. Our expansive knowledge base of publications and resources, covering all the major topics in the internationalisation of higher education, equips professionals with best practices and workable solutions to internationalisation challenges, and provides a platform for strategic exchange.

We partner with key stakeholder organisations and institutions to promote our membership's interests and advance international higher education in Europe and the rest of the world.

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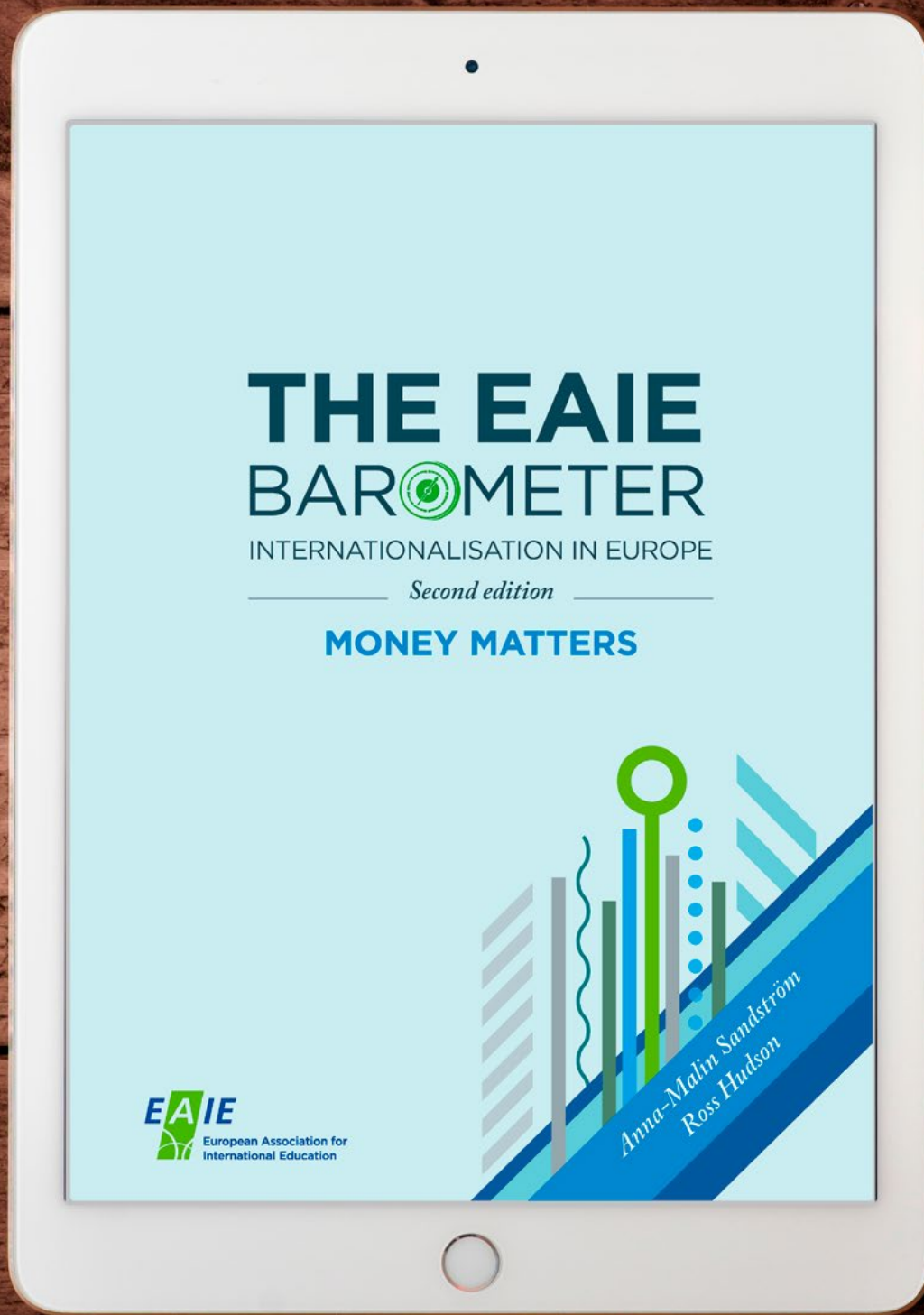


# ABOUT IFF RESEARCH

**W**ith over 50 years' experience, IFF Research is one of the leading research agencies in the United Kingdom. IFF provides high-quality strategic research for a wide range of organisations across the public and private sectors. IFF's home is central London, but their client base spans throughout the UK and internationally. IFF is uniquely positioned in their industry as the largest, longest-standing independently-owned agency. IFF's vision is to illuminate the world characterised by information overload. IFF's purpose is to help organisations, businesses and individuals make better-informed decisions, for the good of us all.

IFF has delivered insights supporting the development of the higher education sector for the last three decades, working with national and international sector agencies as well as individual providers. In the UK, IFF is integrally involved in the Higher Education Statistics Agency (HESA) Destinations of Leavers from Higher Education (DLHE) series, the UK's largest social survey (after the census), which tracks the career paths of graduates after leaving higher education. IFF has delivered the longitudinal element of the survey since 2004, and currently conducts the 'early' survey for around 40 providers. Last year alone IFF spoke to over 160,000 graduates.

Internationalisation is at the heart of the UK's higher education innovation, growth and sustainability, never more so than during the current unprecedented period of regulatory reform, public funding scrutiny and consumer marketisation facing all UK providers. In response to the current dynamic political environment, the IFF Higher Education team has developed innovative research methods designed to examine factors impacting the future of higher education provision. IFF continues to support the sector in the UK and internationally, to fulfil their organisational vision and purpose.



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