THE EAIE
BAR**O**METER

INTERNATIONALISATION IN EUROPE

Leonard Engel,
Anna–Malin Sandström,
Ruud van der Aa,
Anna Glass

EAIE

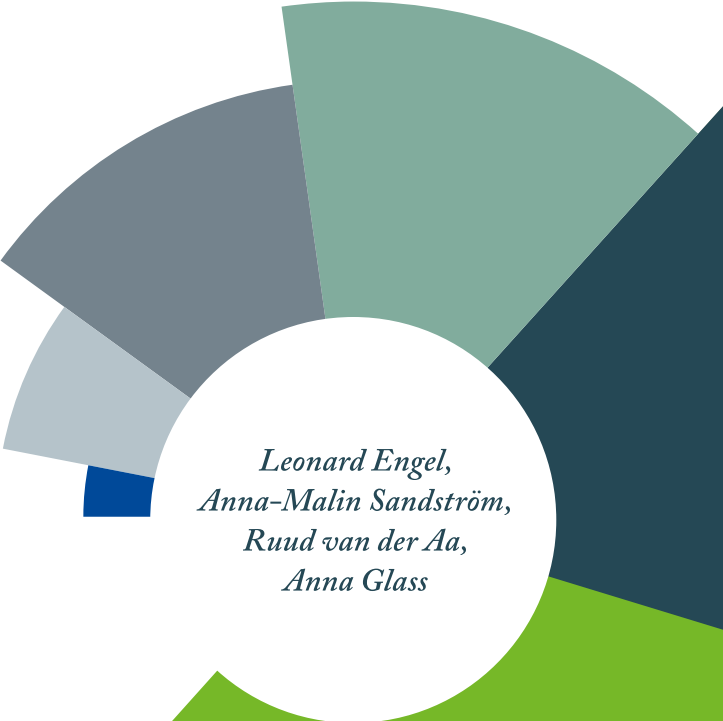**European Association for**
International Education

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The EAIE Barometer:
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Authors
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ABOUT THE EAIE

Founded 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 2500 members from over 95 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 is Europe's largest international higher education event, gathering more than 5000 professionals from over 90 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.

www.eaie.org

ABOUT ECORYS

Ecorys' remarkable history spans more than 80 years of specialising in economic, social and spatial development, while aiming to deliver real benefit to society by offering research, consultancy and project management. Ecorys focuses on complex market, policy and management issues and provides for public, private and not-for-profit sectors worldwide a unique perspective and high-value solutions. Ecorys' expertise covers economy and competitiveness; regions, cities and real estate; energy and water; transport and mobility; social policy, education, health and governance. Over the past 20 years, Ecorys has been working intensively for European institutions, in particular the European Commission. Ecorys advises the European Commission and related EU institutions on new policy and regulation and is also highly active in the monitoring and evaluation of European programmes, policies and activities. Furthermore, Ecorys has a strong track record in carrying out sector studies for various Directorate Generals as part of the framework for individual contracts. In the field of education in particular, Ecorys has been involved in large international evaluations of and studies on EU initiatives, policies and programmes in higher education, vocational education and training, youth and culture.

Ecorys values its independence, integrity and partnerships. Ecorys' staff comprises dedicated experts from academia and consultancy who share best practices both within the company and with partners internationally. As an operating company of the Ecorys Group, a European group of consultancy and research organisations with over 550 in-house staff, Ecorys in the Netherlands co-operates closely with offices in Belgium (Brussels), Bulgaria (Sofia), Croatia (Zagreb), Hungary (Budapest), Poland (Warsaw), the Russian Federation (Moscow), Spain (Madrid), Turkey (Ankara), and the United Kingdom (Birmingham, Leeds and London). Recently Ecorys opened an office in India (New Delhi).

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PREFACE

The EAIE has been very successful in recent years, primarily as a result of its Annual Conference. The EAIE Conference, which attracted 5000 attendees in 2014, is the ideal platform in Europe to learn from peers and to network with colleagues from around the globe in the field of international higher education. It is our mission to help our members succeed professionally and to contribute to developments in international higher education from a European perspective. Yet, despite our success, we have struggled to truly understand the various factors at play within higher education institutions across Europe as well as the challenges that practitioners face when developing and implementing internationalisation policies and activities.

Surprisingly, very little comparative European data was available when we began to investigate our questions. Most existing data addresses the issue of student mobility, and surveys tend to focus on the institutional level. One of the strengths of the EAIE is that it is a community of actors directly involved in internationalisation. These professionals work in a variety of positions primarily within higher education institutions and have different responsibilities, either on the central level of an institution or at the faculty or programme level. However, what they all have in common is their astute knowledge of the practical workings of internationalisation; they are the ones who actually make internationalisation *work*. How do these professionals perceive the rationales behind and the developments in internationalisation at their institutions? What knowledge and skills do they see as critical to their success? These were some of the core questions that lay at the heart of EAIE's initiative to embark on this study.

With *The EAIE Barometer: Internationalisation in Europe,* we hope to respond to the growing demand for data and knowledge regarding international higher education. It should be stressed that the data and analysis in this publication represent the perceptions of individuals and, as such, are not necessarily facts. However, we believe that the perceptions of key actors in higher education institutions comprise a reality that matters and is deserving of study.

For an association like the EAIE, it is important to focus on the knowledge and skills professionals in the field deem necessary to do their jobs better; only with skilled and knowledgeable staff, equipped with the right tools at their disposal, can internationalisation reach its true potential. This study should be seen as a first attempt to better understand the tools higher education professionals in Europe require to further internationalisation.

This EAIE Barometer may be seen as a 'first-off', but it should not be a one-off. The project team and I welcome feedback and suggestions from all who share our mission as we continue to advance the field of internationalisation.

Leonard Engel
EAIE Executive Director
Amsterdam, March 2015

THANK YOU

First and foremost, a big "thank you" goes out to all of the respondents who took the time to fill in the survey, making it possible for us to gather the rich set of data described in *The EAIE Barometer: Internationalisation in Europe*. Developing a comprehensive survey on the characteristics and trends in internationalisation of higher education, distributing it among professionals working in 47 European countries and analysing the data resulting from it required the time and expertise of a number of dedicated individuals.

The first draft of the EAIE Barometer 2014 survey was developed by Ecorys and the EAIE with the support of an advisory group composed of Ayse Inan of Koç University, Turkey; Stephen Orme of Study Group, the Netherlands; Dana Petrova of CHE Consult, Germany; and Sara Lopez Selga of Universitat Pompeu Fabra, Spain. This advisory group was instrumental in developing the content of the survey in such a way that the ensuing results can be beneficial for practitioners and policy makers alike. Their input was greatly complemented by the valuable contributions of Axel Aerden of NVAO, the Netherlands and Marit Egner of the University of Oslo, Norway, in reviewing the final survey and completing the report. A special "thank you" goes to Sara Lopez Selga for sharing her wise insights on the interpretation of the survey results from the perspective of a higher education practitioner and lending her expertise to the dissemination of the results.

Once the survey had been developed, it was distributed to a sample group of 22 experts from 15 countries to test the survey. Feedback from the sample group was incorporated into the final survey to render it more relevant and comprehensible for respondents across the European Higher Education Area (EHEA). Their feedback enriched the survey and enhanced its European wide application.

Devorah van den Berg and Reinout van Brakel at Ecorys lent their education knowledge and sound analytical skills throughout the project. With their valuable contribution, the Barometer study gained statistical rigour and relevance. Devorah deserves special thanks, as she was indispensable in the analysis of the data and the interpretation of the results. Her dedication and hard work were instrumental in developing the final product. Susan Warmerdam, Lijsje Goosen

AUTHORS

Leonard Engel is Executive Director of the European Association for International Education (EAIE). He holds a Master of Public Administration from the Dutch School of Public Administration (NSOB), The Hague, and an MA in Literature from Leiden University, the Netherlands. Leonard is an experienced manager in higher education and a specialist in internationalisation and student affairs, having worked as a director at Leiden University from 1995 to 2010. Leonard is invited regularly to speak about international higher education, as well as association management.

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

Ruud van der Aa is a senior expert and senior researcher in international higher education and vocational education and training. He is Manager of Education Research and a partner at Ecorys Netherlands. With a background in educational sociology, he has nearly 25 years of experience with research and consultancy in the field of education. The main themes in his work are student mobility, cross-national institutional cooperation, governance, cost-benefit analysis, and evaluation and monitoring of educational policies and programmes. Ruud has been a key expert and project leader in a wide variety of evaluations and studies for the European Commission, notably for the Directorate General for Education and Culture (DG EAC), and for various ministries in the Netherlands. Amongst others, he evaluated the co-operation programmes in higher education and vocational education and training between Europe and the US and Canada as well as the Leonardo Programme and TEMPUS III.

Anna Glass joined the Organisation for Economic Co-operation and Development (OECD) as Policy Analyst for Higher Education in March 2013. She served as Secretary General of the Magna Charta Observatory throughout 2012, before which appointment she was Chief a.i. of the Section for Higher Education at the United Nations Educational, Scientific and Cultural Organization (UNESCO), where she had been recruited as Higher Education Programme Specialist in 2010. Anna has conducted research and served as an external expert for the Eurydice European Unit and for the Austrian Federal Ministry of Education, Science and Culture. She has also served as Adjunct Program Director and Resource Specialist at the Salzburg Global Seminar, Austria, where she held several different positions.

EXECUTIVE SUMMARY

CONTEXT

The growing interdependence of nations has significantly transformed higher education policy. As a result, internationalisation of higher education has become one of the key policy objectives of many states. Definitions and rationales of internationalisation have evolved significantly as higher education institutions adapt their structures, staffing and curricula to meet the needs of the modern economy. Yet, despite the imperative for higher education to internationalise, the reasons for and challenges of internationalisation differ according to national and institutional contexts.

The EAIE Barometer

The aim of *The EAIE Barometer: Internationalisation in Europe* is to provide comprehensive research to effectively map the state of internationalisation in the European Higher Education Area (EHEA) from the point of view of the actors directly involved in internationalisation. Responding to this specific need, the EAIE, in cooperation with Ecorys, initiated the EAIE Barometer 2014, which particularly focuses on:

- The current state of affairs regarding internationalisation in EHEA countries;
- Key developments and challenges in internationalisation;
- Skills requirements/specific needs of staff involved in international education.

The outcomes of the EAIE Barometer 2014 are intended to inform the community of actors in the field on the current state of developments in internationalisation in the EHEA and on the nature of the necessary support to stimulate practices toward enhanced professionalisation.

Methodology

An advisory group composed of four independent higher education specialists as well as EAIE and Ecorys representatives developed the first draft of the survey. Subsequently, the draft was distributed to a sample group of 22 experts from 15 countries. Feedback from the sample group was incorporated into the final survey to render it more relevant and comprehensible for all participants. The online survey was distributed among EAIE members and the association's network in spring 2014. The sampling method resulted in a net response of 2411

respondents derived from 33 of the 47 countries that comprise the EHEA.[1] The majority of the respondents (2093) work at higher education institutions: academic universities, universities of applied sciences, polytechnics, colleges of higher education, etc. HEI respondents represent about 1500 higher education institutions across the EHEA. Non-HEI respondents (318) work in the framework of international higher education as policy makers or in policy implementation at, for example, national ministries of education, national accreditation bodies, national higher education agencies, consultancy companies specialised in higher education, etc. About a third of the respondents included in the EAIE Barometer 2014 specified their EAIE membership.

The main focus in the analysis is on the responses provided by HEI respondents, which account for 87% of all responses; non-HEI respondents make up the remaining 13% of the responses and provide an external source of consideration against the background provided by the self-assessment of the HEI respondents with regard to trends identified within higher education institutions.

RESPONDENTS

Nationality, gender, age and educational background

Respondents originate from a wide variety of countries across the EHEA. About two-thirds of the HEI respondents are women (70%). Among non-HEI respondents, the percentage of women is slightly lower (61%). All respondents are distributed fairly proportionally across age groups. The majority of respondents have a sound academic background: more than half hold a Master's degree or equivalent, and almost a third hold a PhD degree or equivalent.

Professional working environment

Most HEI respondents have an administrative or management function. Non-HEI respondents most often hold a management position. A majority of the respondents have considerable working experience in international higher education. Most of the HEI respondents work on international partnerships (53%); the other areas of responsibilities include management of international offices (35%), international funding programmes (29%), and internationalisation policies (22%). The majority of the HEI respondents (66%) work at the central level while most others (29%) work at the faculty or department level.

Most HEI respondents work at higher education institutions providing for all three degree cycles: Bachelor's, Master's and PhD. The majority of HEI respondents (60%) work at publicly funded higher education institutions, whereas

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1   In total 2598 respondents filled in the survey but only participants from countries that reached the minimum threshold of responses are included in the study.

only a small minority (14%) work at privately funded higher education institutions. In the majority of HEI respondents' institutions, the number of international students is small: 53% of HEI respondents work at institutions with fewer than 500 international students, including those enrolled in PhD tracks. Only a small minority of HEI respondents (14%) work at institutions with more than 2000 international students.

MAIN RESULTS

International education is not an end in itself

Higher education institutions invest and engage in international education for various reasons. The results of the EAIE Barometer 2014 demonstrate that the main rationale for European higher education institutions to engage in internationalisation is not merely to increase the number of international students and consequently increase revenue, but first and foremost to improve the overall quality of education they provide. Hence, international education is primarily viewed as an inextricable element of what constitutes a high-quality education. This at least appears to be the guiding principle for internationalisation, especially for *leading* institutions in the field of internationalisation whose primary purpose is to excel in international education while typically striving to deliver high-quality education for all students.[2]

In effect, not all higher education institutions in the EHEA have a leading role in internationalisation, a fact that also influences why motivations for internationalisation are not homogenous throughout the area. Accordingly, the stage higher education institutions have reached in internationalisation correlates to a certain extent with a few differences in institutions' reasons for focusing on internationalisation. Similarly, institutions with predominantly public or private funding sources also have different motivations for engaging in internationalisation.

International education as part of a targeted strategy

The findings of the EAIE Barometer 2014 demonstrate and confirm that the presence of institutional strategies plays an essential role in institutions' efforts to enhance internationalisation. Noticeably, institutions that have not established any targeted strategy for internationalisation or those that are still in the process of developing a strategic plan are often regarded as *lagging behind* in the field of internationalisation. In contrast, higher education institutions regarded as *average* or *leading* in internationalisation commonly have created targeted strategies for internationalisation. Distinctively, however, higher education institutions regarded as *leading* in internationalisation have to a greater extent

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2 Respondents were asked to rank their higher education institution as leading, average or lagging behind in comparison to other institutions in their country with respect to internationalisation.

elaborated separate strategic plans for internationalisation, as opposed to having internationalisation incorporated into the overall institutional strategy. Although institutional strategies may not constitute a causal relationship, it is clear that institutions *leading* in internationalisation pay additional, targeted attention to their international activities, which could in turn lead to further and enhanced results in internationalisation — a relationship that is substantiated by the findings of the Barometer study.

For higher education institutions throughout the EHEA, the aspect of student mobility often plays the most significant role in strategic plans for internationalisation. Aspects such as strategic partnerships, international research and innovation, staff mobility, internationalisation of the curriculum, and internationalisation at home are also largely considered important, albeit at different levels in different contexts. Frequently, however, there seems to be a certain disconnect between the content of internationalisation strategies and how internationalisation is implemented. For instance, the top three reasons mentioned for internationalising are improving the quality of education, preparing students for a global world and attracting more international students, whereas the most commonly featured activities in institutional strategies are reportedly incoming and outgoing student mobility, international strategic partnerships and international research and innovation. In fact, it is interesting to note that institutions *leading* in international education appear to have a stronger focus on international research and innovation as part of their institutional strategy. This feature further underlines the relationship between education and research, typical for a quality academic education, while also underscoring higher education institutions' overall international orientation. Generally, the ambitions of higher education institutions regarded as *leading* in internationalisation are rendered apparent by the value they attach to their position in international rankings and their reputation. Typically, in fact, in their efforts to succeed in internationalisation, higher education institutions regarded as *leading* in the field have also created the means to establish multiple offices to address the variety of internationalisation aspects, along with a coordinating body across the institution, a fact that points to the importance of institutions' internal organisation in addressing strategic plans for internationalisation.

Increasing attention for quality in international education
The results of the EAIE Barometer 2014 demonstrate a large number of substantial increases in internationalisation developments in the last three years. The main trends in internationalisation are characterised by growing activity in international strategic partnerships, including their formal implementation; enhancement of the quality of services offered to international students as well as intensification of the improvement of the quality of international courses and programmes. Developments in the last three years have also been marked by

a notable increase in incoming and outgoing exchange students; and incoming international degree students. There has also been an increase in the number of courses and programmes with an international component and English as the medium of instruction.

Further to the growing number of international students (degree and exchange), institutions *leading* in internationalisation also appear to have increased the number of incoming staff, a feature that appears to be a logical consequence of the attention that successful higher education institutions pay to innovation and research as part of their internationalisation strategies. Accordingly, when a higher education institution's policy for internationalisation provides precise consideration to strategic planning, whether as a distinct strategic plan for internationalisation or as part of the priority areas in the overall institutional strategy, the results are systematically positively correlated with progress in various aspects of internationalisation. These results appear especially accurate with regard to international joint programmes and to the implementation of strategic partnerships.

Furthermore, analyses show that the extent to which trends and developments are monitored relates to the types of trends observed in internationalisation. Apparently, where monitoring and evaluation take place regularly at the national or institutional level, there is also a higher increase in the numbers of incoming exchange students, more attention paid to the quality of international courses and the quality of services for (international) students.

Where no regular monitoring and evaluation of developments are reported, significantly slower progress is reported in all aspects, further emphasising disparities in developments between institutions that have elaborated a strategic plan and those without a strategic plan for internationalisation.

Shaping internationalisation policies

In general, higher education institutions' internationalisation policies are mainly influenced by internal institutional efforts. Many institutions also appear to attach great value to internationalisation policies coordinated by governmental organisations and/or bodies at the national level, as well as by supranational organisations and/or bodies at EU level. Overall, regional-level organisations and/or bodies do not usually play a primary role in shaping institutional internationalisation policies. In several countries supranational EU-level internationalisation policies are perceived as more influential than internationalisation policies elaborated at the national level. Notably, this is mainly the case in Austria, Belgium (Flemish and French), Bulgaria, the Czech Republic, Portugal, Slovenia, Spain and Turkey.

In line with the outcome that higher education institutions *leading* in internationalisation generally have targeted strategies for internationalisation, it appears that these institutions also assess their own institutional policies as more influential than any external policies on internationalisation. In contrast, institutions identified as *lagging behind* in internationalisation are less likely to make such an assessment. Similarly, higher education institutions *leading* in internationalisation monitor and evaluate internationalisation developments more often than institutions regarded as *average,* which in turn more frequently conduct internal monitoring and evaluation than those institutions identified as *lagging behind* in internationalisation. In fact, the highest levels of occurrence of monitoring and evaluation positively correlate with the presence of an internationalisation strategy.

Improving proficiency in internationalisation

The outcomes of the EAIE Barometer 2014 show that the dynamics of international higher education require various types of skills and knowledge among staff engaged in the daily endeavour to internationalise. Across all EHEA countries, three main challenges come to the fore with respect to staff working on internationalisation, notably: improving international strategic partnerships, increasing outgoing student mobility and implementation of the internationalisation strategy of the institution. Professionals at institutions with no developed internationalisation strategy assess their skills and knowledge as insufficient more often than those at institutions that have a strategy for internationalisation. By contrast, staff at higher education institutions with an elaborated, separate strategy for internationalisation or those that have included internationalisation as one of the priority areas tend to be relatively satisfied with their current skills and knowledge.

Important needs with regard to skills tend to refer most commonly to project and programme management, staff management and leadership, developing and maintaining international partnerships, marketing and proficiency in languages other than English. With regard to knowledge, staff tend to need information mainly on the latest trends and developments in internationalisation, external funding programmes, developing an internationalisation strategy and evaluating international policies and programmes. Interestingly, a specific knowledge need also appears for market intelligence among staff who work on internationalisation. On average, however, knowledge needs appear stronger than skills needs.

CONCLUDING REMARKS

The EAIE Barometer 2014 was developed in response to the need for comprehensive research to effectively map the state of internationalisation in the EHEA, particularly from the point of view of the actors directly involved in internationalising higher education. The findings of the Barometer study present a picture of the current state of affairs regarding internationalisation of higher education in the EHEA and provide a wealth of data and information on key developments, challenges and the skills and knowledge requirements of staff working to implement internationalisation within higher education institutions. While some of the results confirm findings from earlier surveys and professional knowledge, others offer valuable new information for institutional leaders and staff as well as for professionals working toward capacity building in higher education, higher education governance stakeholders and policy makers.

The results of the EAIE Barometer 2014 are conclusive that international education must be approached as an integral part of higher education institutions' strategies, while aiming to provide high-quality education for all students, international and domestic. Additionally, international education is regarded as closely related to international research and innovation, an indication of the overall international orientation of higher education institutions. The results of the Barometer study also show that internationalisation has a distinctive place within higher education institutions' strategies, with a clear distribution of internationalisation responsibilities duly extended to all echelons of a higher education institution's hierarchy. Consequently, higher education institutions that strive to catch up with institutions *leading* in internationalisation would first and foremost need to develop a targeted strategy and, at the same time, invest in building the relevant skills and knowledge of staff engaged in strategy implementation. Appropriate mechanisms for the implementation and monitoring of the strategy would also have to be put in place.

1

INTRODUCTION

1.1 OVERVIEW

This chapter first concentrates on evaluating the theoretical context of internationalisation of higher education. It provides essential analytical insight into the open debates that embrace critical aspects of internationalisation, such as the development of internationalisation versus globalisation; the ever-evolving definitions of internationalisation; the main rationales for internationalisation; the difference between internationalisation at home and abroad; and assessment of the impact of internationalisation strategies. Furthermore, this chapter elucidates the aim of the EAIE Barometer 2014, which aspires to provide comprehensive data to effectively map the state of internationalisation in the EHEA from the point of view of the actors directly involved in internationalisation. Finally, it offers detailed elucidation of the methodology used to carry out the Barometer study.

1.2 INTERNATIONALISATION OF HIGHER EDUCATION

In the field of higher education, globalisation and the subsequent interdependence of nations have caused a shift in policy. As a result, internationalisation of higher education has become a key policy objective in many states. Since the 1980s, the definitions and rationales of internationalisation have evolved significantly as higher education institutions have adapted their structures, staffing and curricula to meet the needs of the modern economy. Although there is a widespread imperative for higher education to internationalise, the reasons for and challenges of internationalisation differ according to national and institutional contexts. There are therefore many approaches to internationalisation manifested in various ways, depending on the needs of the institution and its constituents. Information and data on rationales, approaches, needs and outcomes of internationalisation across institutions can inform strategy development, institutional policy and recruitment, as well as research in what is still a relatively new process within the field of higher education.

Globalisation and internationalisation

It is widely acknowledged that globalisation is the main driver of internationalisation of higher education (de Wit & Hunter, 2014). Broadly speaking, globalisation is a key part of the environment in which higher education institutions operate and to which they have had to adapt. Key aspects include the development of advanced communication and technological services, increased international labour mobility, greater emphasis on the market economy and trade liberalisation, renewed focus on the knowledge economy, increased levels of private investment and decreased public support for education, and lifelong learning (Knight, 2004).

In the late 1990s, Knight and de Wit defined globalisation as "the flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities" (Knight & de Wit, 1997, p. 6). While the definition of globalisation has not changed significantly in the last two decades, the acknowledgement given in this definition to differences in reactions to and the impact of globalisation is often dismissed. By now, it is abundantly clear that, while globalisation may be defined, it does not assume the same meaning everywhere. Indeed, despite the promise of more complete development across a "flat" world, the reality of globalisation is determined by the concentration of capital and wealth. While technology is changing and developing with unprecedented rapidity, access remains with the privileged.

Regardless, the fact of globalisation cannot be denied. For higher education institutions, globalisation typically refers to "the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world" (Altbach, 2006, p. 123). Inevitable trends must be addressed, and higher education institutions have largely responded in a similar way: internationalisation.

As much as globalisation is a trend to which higher education institutions must respond, conversely "globalization has brought the international role of universities into prominence and has greatly expanded the scope of campus internationalization" (Altbach, 2014, p. 26). In effect, although it may be seen as a threat to national culture and autonomy, globalisation can offer new opportunities for study and research across national borders. With these new opportunities, there is also a clear need for transparency and accountability in student and labour mobility. Internationally recognisable benchmarks and standards are necessary to adequately assess foreign qualifications (Altbach, Reisberg & Rumbley, 2009). To this end, there is an ongoing need for data on the internationalisation of higher education, to which the EAIE Barometer 2014 makes a clear contribution.

Defining internationalisation
The definition of internationalisation of higher education has evolved in particular ways since the 1980s, when the focus was on social and political rationales. Knight (2004) outlines this evolution in some detail: in the late 1980s, internationalisation was commonly defined at the institutional level and in terms of a set of activities. Knight identifies the definition proposed by Arum and van de Water as a good example of this approach. They proposed that internationalisation refers to "the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation." (Arum & van de Water, 1992, p. 202)

By the mid-1990s Knight introduced an organisational approach to illustrate that internationalisation is a process that needs to be integrated and sustainable at the institutional level. Internationalisation was therefore defined as the "process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1994, p. 7).

The definition of internationalisation at the institutional level continued to evolve. Given the number of different interpretations and definitions, de Wit (de Wit, 2002, p. 114) concluded that:

> As the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose. While one can understand this happening, it is not helpful for internationalization to become a catchall phrase for everything and anything international. A more focused definition is necessary if it is to be understood and treated with the importance that it deserves. Even if there is not agreement on a precise definition, internationalization needs to have parameters if it is to be assessed and to advance higher education. This is why the use of a working definition in combination with a conceptual framework for internationalization of higher education is relevant.

Over time, rationales, providers, stakeholders and manifestations of internationalisation have changed. Knight (2004) points to the importance of keeping the definition of internationalisation relevant to new developments and the realities of today. She developed a new definition that remains generic enough to apply to many different countries, cultures and education systems so it remains appropriate to a broad range of contexts and for comparative purposes across countries. Meanwhile, it is critical that the international dimension relates to all aspects of education and the role it plays in society.

Knight proposes the following working definition: "Internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p. 2). For the past decade, this has been the accepted definition used by many scholars and practitioners in the field.

Rationales for internationalisation

Rationales for internationalisation are different for different countries. For the United States and the United Kingdom, international higher education is largely a commercial venture, while countries across Western Europe use it as a means of "soft power" diplomacy (Altbach, Reisberg & Rumbley, 2009). In Eastern Europe, international mobility primarily means brain drain, while internationalisation of the curriculum is indicated by the prominence of the English language in scientific publications, often at the expense of local scholarship (Glass, 2014).

In the 1990s, Knight and de Wit (1997) presented four groups of rationales driving internationalisation: social/cultural, political, academic and economic. Knight (2004) later added a fifth group, competition, to reflect the more recent importance of branding and developing an international reputation, particularly via rankings. She also recognises the increased blurring of groups, for instance between political and economic rationales, and describes the importance of distinguishing between national and institutional rationales. However, the national and institutional rationales are closely related, depending on how much the internationalisation process is top–down or bottom–up in a given country.

The EAIE Barometer 2014 addresses rationales for internationalisation at the institutional level. Across the EHEA, more than half of the respondents to the EAIE Barometer 2014 identify the aim to improve the overall quality of education as their institution's rationale for internationalising. This corresponds to one of the primary rationales identified by Knight (2004) as *research and knowledge production.* As higher education institutions play a key role in the production and distribution of knowledge, international and interdisciplinary collaboration can promote excellent scholarship and, given the increasing interdependence of nations, is paramount to solving many global problems such as those related to environmental, health and crime issues.

According to the results of the Barometer study, many institutions also internationalise as part of their aim to prepare students for a global world. This rationale likewise corresponds to one of the common primary reasons Knight (2004) identifies as *student and staff development,* which emphasises internationalisation as a means to enhance international and intercultural understanding and skills for students and staff. This rationale relates to institutional concerns for outcomes-based education, graduate employability, responsible citizenship and labour market mobility.

Results of the EAIE Barometer 2014 indicate that objectives such as attracting international students, improving the international reputation and ranking position of the institution, and financial benefits are also frequent motivators for institutions to internationalise. Such rationales similarly align with Knight's previous research on internationalisation.

According to Knight (2004), internationalisation may be intrinsic to building *strategic alliances*. International institutional linkages may be for academic mobility, benchmarking, joint curriculum or programme development, seminars and conferences and joint research. In the past, higher education institutions have entered into too many bilateral or multilateral educational agreements to actually keep active. As approaches to internationalisation mature, more effort is put into developing strategic alliances with clear purposes and outcomes. International networks are also an important trend and tend to have clearer and more strategic objectives; however, they are harder to manage because of the number of different institutions involved. Overall, this rationale is not an end unto itself but a means to achieving academic, scientific, economic, technological or cultural objectives.

Knight relates the drive for an *international profile and reputation* with an attempt to attract the brightest of scholars, a substantial number of international students and high-profile research and training projects. Academic standards are still important, but there seems to be a shift in emphasis from high-quality academic experiences for students and teachers to high academic standards for branding purposes (Knight, 2004).

In contrast to the motivation for human development is the drive for *income generation* (Knight, 2004). The purpose of this rationale is often questioned, not for how the income is used but as to whether the rationale is profit oriented or for cost recovery. Many new, private higher education institutions generate income on a for-profit basis; however, this rationale applies increasingly to public, non-profit institutions in need of supplementary funds. The motivation is also complex when it comes to the commercialisation and commodification of cross-border delivery of education programmes and services.

Rationales driving internationalisation vary from institution to institution and often overlap. Competing or even opposing rationales make internationalisation complex; therefore, it is extremely important for higher education institutions to be very clear in their motivations to internationalise "as policies, programmes, strategies and outcomes are all linked and guided by explicit and even implicit rationales" (Knight, 2004, p. 28).

Internationalisation at home and abroad

The most overt manifestation of internationalisation in higher education is mobility of students and staff. In Europe, the ERASMUS programme has successfully stimulated and supported temporary mobility of students (Teichler, 2013), and mobility has been high on the Bologna Process' agenda since its inception. High visibility is also given to international partnerships and projects, research initiatives, cross-border delivery and branch campuses or franchises using face-to-face or distance learning platforms. These types of internationalisation do not necessarily impact the national nature of subject content and style of delivery or assessment, as they have evolved and are upheld within public and private universities.

Study abroad, for example, is primarily an individual experience benefitting the student who leaves home. Multiple studies link the experiential learning of study abroad with the accumulation of "soft skills" highly valued by employers, such as team-work, negotiation, mediation, problem-solving, interpersonal skills, flexibility and good communication. Nonetheless, institutions often neglect to recognise students' international experience with the development of employability skills, which reduces the impact of the opportunities of student mobility. Institutions that make this link explicit are able to encourage more students to study abroad, help them understand the skills they develop from transformational learning, and effectively communicate to employers the types of skills and competences graduates attain from their international experience. Furthermore, higher education institutions that connect international mobility with skill development can better explore the potential an internationalised curriculum at home can have on all students, not merely the mobile minority (Jones, 2014).

Wächter (2003) describes the development of the term "internationalisation at home" as bringing attention to those aspects of internationalisation that would happen on a home campus, namely, the intercultural and international dimension in the teaching–learning process, extracurricular activities and relationships with local cultural and ethnic community groups. According to Knight (2004), the emergence of this concept coincided with, or counteracted, the increased emphasis on student mobility as expressed in new mobility programmes and the growing interest in cross-border education.

A key product of internationalisation at home is an internationalised curriculum. Unlike international higher education that requires movement across borders, internationalised higher education curricula affect all students, faculty and everyone involved in developing the study programmes and environments that shape students. An internationalised higher education curriculum will "engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens" (Leask, 2014, p. 5). Student

involvement in the learning process is key to such a curriculum. Furthermore, the purposeful development of international and intercultural learning outcomes drives the creation of content and the supporting environment.

Given that the modern economy is in need of higher education graduates with international awareness, intercultural competences and an understanding of interdependence, it can easily be argued that higher education institutions should have internationalised curricula – while international mobility components would remain important but optional. The challenge, of course, is to successfully link with areas of global excellence while still safeguarding national or local knowledge and culture (Altbach, Reisberg & Rumbley, 2009).

Assessing internationalisation

Assessing the impact of internationalisation clarifies for stakeholders, funders and policy makers how the process and products of internationalisation contribute to institutional mission, objectives and quality. Assessment also helps keep programmes on track by identifying areas of improvement and the effects of initiatives on staff and students. Over time, purposeful assessment will inform policy development and quality improvements in internationalisation efforts.

The importance of institutional strategy for internationalisation cannot be over-emphasised. De Wit (2010) identifies a clear need for the quality assessment of internationalisation strategies in higher education, for which several instruments have already been developed. Such instruments are intended mainly for the institutional level and address the state of the art or the process for improvement, or both. De Wit also notes a preference for some form of benchmarking in assessing the quality of internationalisation strategies in order to create opportunities for comparison and exchange of best practices.

In addition to institutional quality assessment, systematic information on types, trends, needs and approaches contributes to general knowledge on trends in internationalisation. Data on cross-border higher education is relatively easy to collect. It is not difficult to count how many students study abroad in a given year; how many students come from other countries; how many professors teach abroad; or how many international research projects or cross-border, team-taught courses are developed. Data on how cross-border internationalisation affects the home institution and on internationalisation at home takes more effort to collect and compare.

At present, there are gaps in the systematic information available. In particular, very little is known about the staff involved with internationalisation at higher education institutions, specifically their skill levels and training needs.

In the International Association of Universities (IAU) *4th Global Survey on Internationalisation of Higher Education*, "limited experience and expertise of faculty staff" is noted as the second most important internal obstacle to advancing internationalisation (Egron-Polak & Hudson, 2014).

In its communication on *European Higher Education in the World*, the European Commission identifies as one of its key priorities on internationalisation to "capitalise on the international experiences and competences of the staff of higher education institutions, aiming to develop international curricula, for the benefit of both non-mobile and mobile learners" (EC, 2013, p. 12). The EAIE Barometer 2014 addresses some of the main gaps in knowledge about internationalisation staff working at higher education institutions.

1.3 AIM OF THE EAIE BAROMETER 2014

Over the years, international higher education has become widespread and increasingly complex, significantly challenging the skills and knowledge of all actors involved in internationalisation. Yet until now, from the point of view of the actors directly involved in international higher education, there has been no comprehensive research to effectively map the state of internationalisation in the EHEA, the common higher education space currently comprised of 47 countries that was launched with the Bologna Process' 10-year anniversary in March 2010.

Responding to this need, the EAIE, in cooperation with the European research and consultancy company Ecorys, initiated the EAIE Barometer 2014. The project constitutes a comprehensive study of the state of internationalisation in the EHEA. The intention of the EAIE is to render the Barometer study a recurrent exercise and to periodically gather valuable information and data that would help signal trends and identify topics of attention, which would then inform developments and further progress in internationalisation.

The aim of the EAIE Barometer 2014 is to particularly focus on:
- The current state of affairs regarding internationalisation in EHEA countries;
- Key developments and challenges in internationalisation;
- Skills requirements/specific needs of staff involved in international education.

Mapping the internationalisation of Europe
The EAIE Barometer 2014 provides detailed insights from actors working at the heart of internationalisation and utilises the EAIE's extensive network of individuals directly involved in international higher education throughout the EHEA. Hence, the Barometer study specifically accounts for the perceptions of

higher education's actors in internationalisation within the EHEA. The online survey carried out in spring 2014 provides data at the national and European levels. In addition, it also highlights key areas of skills and knowledge requirements at the individual level.

Results

The EAIE Barometer 2014 is designed to provide new and useful insights with regard to the current practices employed by higher education institutions toward internationalisation and the challenges faced by the actors involved in internationalisation. Hence, the Barometer study outcomes aim to inform the international higher education community, as well as policy makers, on the current state of developments in internationalisation in the EHEA and on the nature of support needed to stimulate practices toward enhanced professionalisation.

1.4 NOTES ON THE METHODOLOGY

Sampling method

The online survey carried out in spring 2014 was distributed among EAIE members and the association's network by direct electronic mail and through snowball sampling via social media; particular attention was paid to countries underrepresented in the EAIE membership. Although this sampling method does not permit a precise calculation of response rates, the outcomes resulted in a net response of 2411 respondents from 33 of the 47 countries that comprise the EHEA.[1]

The EAIE Barometer 2014 received an overwhelming majority of responses (2093) from employees of higher education institutions: academic universities, universities of applied sciences, polytechnics, colleges of higher education, etc. The other respondents (318), although not directly employed at higher education institutions, work within the framework of international higher education at other types of organisations. The Barometer study focuses specifically on higher education institution (HEI) respondents.

According to Eurostat, in 2011 the EU-28 (including Croatia) had around 4000 higher education (undergraduate and postgraduate) institutions, with just over 20 million students.[2] Based on data from national reports for the Bologna Process, there are more than 7000 higher education institutions in the EHEA, of which about 4500 are public, i.e. categorised as public/government/non-private within

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1   In total 2598 respondents filled in the survey but only participants from countries that reached the minimum threshold of responses are included in the study.

2   For further statistics see: http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Tertiary_education_statistics#Main_tables.

their respective higher education systems.[3] According to estimations, respondents to the survey represent about 1500 higher education institutions across the EHEA. In some cases, respondents answering the survey work at the same institution, thus multiple responses from a single institution are possible. Participant profiles and institutional details are outlined in Chapter 2. About a third of all respondents specify their EAIE membership.

Analyses

The analyses conducted in the EAIE Barometer 2014 with regard to HEI respondents are twofold: country level and general analyses, thereby accurately representing the EHEA average. For the group of non-HEI respondents, only the general analysis is provided. The small number of non-HEI respondents does not allow for country-specific analysis.

For countries eligible to be included in the analyses, a minimum threshold was set to 30 respondents per country. However, while the main concern of the EAIE Barometer 2014 was to cover the EHEA as comprehensively as possible, for smaller countries the minimum number of respondents was adjusted to 10. For practical reasons, such adjustments were made for Albania, Belgium (French), Bulgaria, Croatia, Cyprus, Georgia and Ukraine. Logically, the results for these countries are less reliable. Countries with fewer than 10 respondents were excluded from the analyses. The decision to include or exclude a country in the analyses was made without taking into consideration the number of higher education institutions represented in each country; however, the profile of responses shows that, in each country, respondents are employed at a range of institutions, even in smaller countries. This diversity of institutional types contributes to the reliability of the results per country, although some skewness in respondents' backgrounds cannot be excluded. As will be explained below, the results of the EAIE Barometer 2014 are indicative rather than representative. The complete list of countries included in the analyses is presented in the next chapter.

Since the aim of the EAIE Barometer 2014 is to explore and describe the situation and trends in higher education in the EHEA, most of the analyses are based on frequencies and crosstabs of answers. Explaining differences between countries would require further analysis, which may be of interest for future research.

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3   Data compiled from National Reports submitted in 2012 (for Estonia, Macedonia, Montenegro, the Russian Federation and Spain, data was obtained from reports submitted in 2007): http://www.ehea.info/article-details.aspx?ArticleId=86

For the analyses, it was necessary to take into account differences in the number of respondents per country. To make cross-national comparisons of the results, national averages were calculated based on respondents' answers per country. The EHEA average was used as a benchmark. To adjust for differences in the number of respondents per country, the EHEA average was calculated as the average of country averages. Due to the limited number of countries in the EAIE Barometer 2014 (33 countries), the cross-national analysis is limited. To analyse differences between variables (questions), the respondents' individual data was used, mainly by way of crosstabs, including significance levels.

Representativeness

Further to the relatively restricted number of responses per country and the constraints of the open method of data collection, there is another restriction to the representativeness of the data. Since the precise number of staff working in international higher education and their professional and institutional settings are not known beyond the number of higher education institutions, the EAIE Barometer 2014 was unable to test the representativeness of the respondents with regard to their professional and institutional backgrounds. Consequently, the outcomes are considered indicative rather than representative. Restrictions are likely to arise with regard to the presented per-country findings and cross-national comparisons. Nevertheless, the EAIE Barometer gives a unique and highly interesting picture of many features of internationalisation across the EHEA.

Reliability

The survey is hindered by the typical limitations associated with all self-reported data: it is impossible to verify information provided on the respondents' institutions, such as, for example, the number of students or the number of international students. Furthermore, it should be noted that the survey was presented to all respondents in English. Although English is reportedly omnipresent in the domain of international education, nuances of connotations in specific environments of non-native English-speaking respondents may have led to certain differences in considerations.

Presenting and reading the data

The main focus in the analyses remains on the responses provided by individuals working at higher education institutions (HEI respondents), which account for 87% of all responses. The remaining 13% are provided by non-HEI respondents: professionals working within the milieu of international higher education, but who are not employed by a higher education institution. The responses of the non-HEI respondents serve as an alternative source of information and comparison to answers provided by the HEI respondents. In the framework of

the EAIE Barometer 2014, the non-HEI responses provide an external source of consideration against the background provided by the self-assessment of the HEI respondents with regard to trends identified within higher education institutions.

Most findings are presented in population shares. For a correct interpretation of the reported percentages and records, it should be noted that for most questions multiple answers were possible, thus leading to a total of more than 100%. It should also be observed that respondents were not obliged to answer all questions; this led to a fluctuating number of respondents per question. The number of respondents (x) who answered the question(s) presented is indicated for each table or figure (N=x).

Conception process

The first draft of the EAIE Barometer 2014 survey was developed by an advisory group composed of four independent higher education specialists as well as EAIE and Ecorys representatives. Subsequently, the draft was distributed to a sample group of 22 experts from 15 countries to test the survey. Feedback from the sample group was incorporated into the final survey to render it more relevant and comprehensible for all participants across the EHEA.

2

SURVEY
PARTICIPANTS

2.1 OVERVIEW

This chapter provides a brief overview of EAIE Barometer 2014 respondents' personal, professional and institutional characteristics. A total of 2411 respondents participated in the survey. The majority of the respondents (2093) work at higher education institutions: academic universities, universities of applied sciences, polytechnics, colleges of higher education, etc. Other respondents (318) are not employees at higher education institutions, but work in the framework of international higher education as policy makers or in policy implementation at national ministries of education, national accreditation bodies, national higher education agencies, consultancy companies specialising in higher education, etc.

2.2 PROFILE OF THE RESPONDENTS

Gender, age and educational background

About two-thirds of HEI respondents are women (70%). Among non-HEI respondents, the percentage of women respondents is slightly lower (61%). The respondents are distributed fairly proportionally across age groups. As could be expected, the majority of respondents have a sound academic background: more than half of the respondents hold a Master's degree or equivalent, and almost a third hold a PhD degree or equivalent (Table 0.1 in Annex A).

Country of origin

The respondents originate from a wide variety of countries across the EHEA.[1] Figure 2.1 offers an overview of the number of HEI and non-HEI respondents per country. Countries with notably high numbers of HEI respondents are the Czech Republic, Greece, the Netherlands and the United Kingdom.

Among non-HEI respondents, the group profile also echoes a wide diversity of nationalities. Countries that are especially well represented among the non-HEI respondents are: Germany, the Netherlands and the United Kingdom. Non-HEI respondents mostly derive from diverse types of organisations, such as national ministries of education, national accreditation bodies, national higher education agencies and consultancy companies specialising in higher education.

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1   In this volume, entities referred to as countries are higher education systems that are members of the EHEA. The designation 'country' is without prejudice to positions on status and is in line with United Nations Security Council Resolutions (UNSCR) 1244 and the International Court of Justice (ICJ) Opinion on the Kosovo declaration of independence.
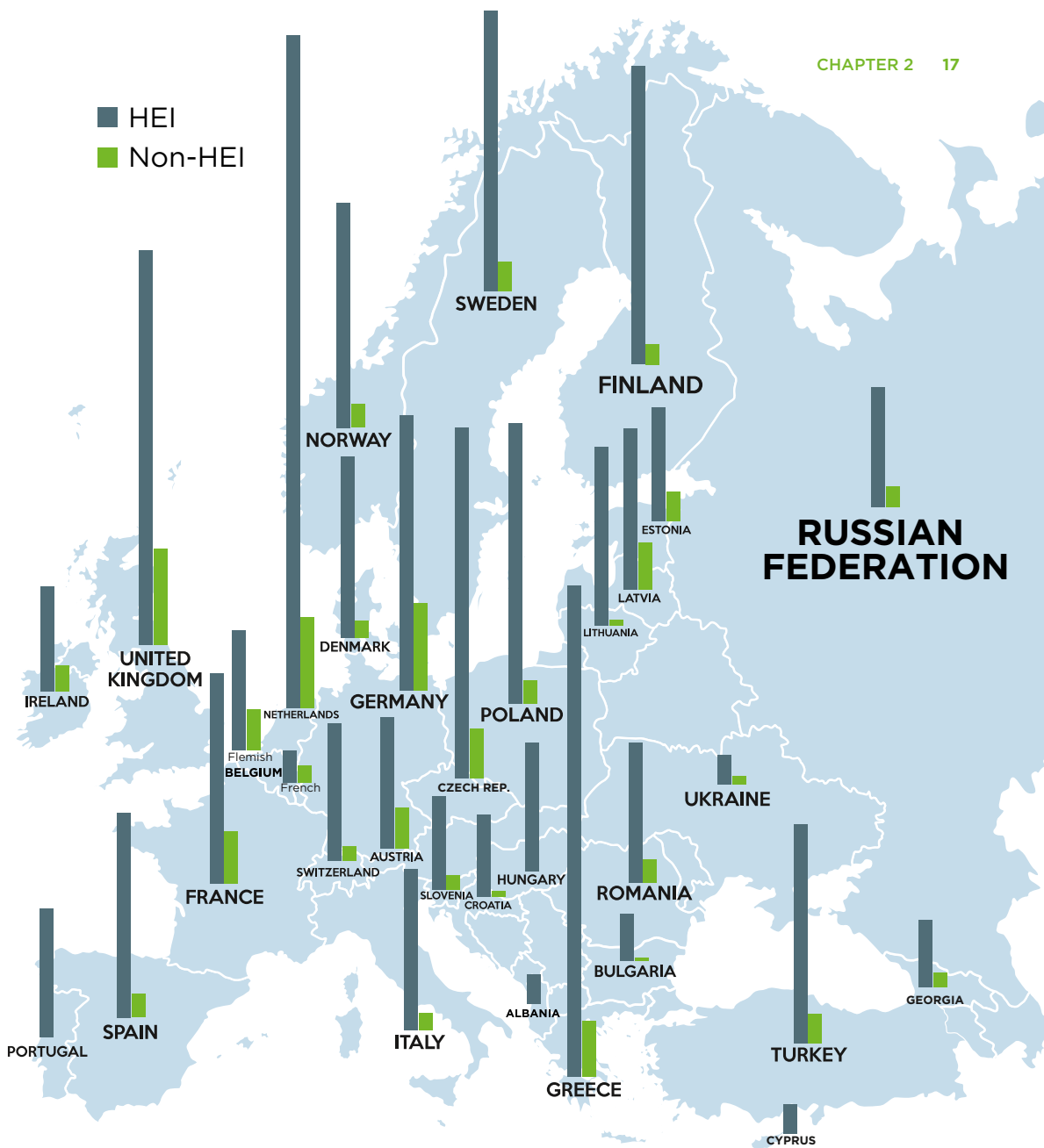
Figure 2.1

Number of HEI (N=2093) and non-HEI respondents (N=318), per country

Country	HEI	Non-HEI	Country	HEI	Non-HEI	Country	HEI	Non-HEI
Albania	10	0	France	72	18	Poland	96	8
Austria	45	14	Georgia	23	5	Portugal	44	0
Belgium (Flemish)	41	14	Germany	94	30	Romania	48	8
Belgium (French)	11	6	Greece	168	19	Russian Federation	41	7
Bulgaria	16	1	Hungary	44	0	Slovenia	32	5
Croatia	28	2	Ireland	36	9	Spain	70	8
Cyprus	10	0	Italy	55	6	Sweden	96	10
Czech Republic	120	17	Latvia	55	16	Switzerland	47	5
Denmark	62	6	Lithuania	61	2	Turkey	75	10
Estonia	39	10	Netherlands	230	31	Ukraine	10	3
Finland	102	7	Norway	77	8	United Kingdom	135	33

Professional working environment

Most HEI respondents hold an administrative or management function. Non-HEI respondents most often hold a management position (Table 0.1 in Annex A). A majority of the HEI respondents affirm having considerable working experience in international higher education: 36% have worked in this field for 11 or more years and 45% for between three and 10 years. Around one in five HEI respondents are rather new to the field, having worked in international higher education for less than three years.

Most HEI respondents affirm that their responsibilities include international partnerships (53%). Other main areas of HEI respondents' responsibilities include: management of international offices (35%), international funding programmes (29%) and internationalisation policies (22%). As noted above, the broad diversity of higher education institutions represented by respondents contributes to the reliability of the results per country (see Chapter 1.4).

Figure 2.2 shows that most HEI respondents are involved in more than one area of responsibility (percentages account for more than 100%). Interestingly, the majority of HEI respondents (66%) work at the central level within their institutions. Most other HEI respondents (29%) work at the faculty or the department level (Figure 2.3). These questions were not applicable to non-HEI respondents.

Figure 2.2

**Main area of responsibility in internationalisation
(multiple answers possible) (N=1605)**

Area	%
Int'l partnerships	53%
Managing int'l office	35%
Int'l (funding) programmes	29%
Internationalisation policies	22%
Exploring int'l opportunities for students and/or staff	20%
Recruiting int'l students	17%
Guidance and counselling of int'l students	13%
Int'l student services	12%
Internationalisation of curricula	12%
Int'l research cooperation	12%
Int'l marketing	12%
Joint programmes	9%
Int'l admissions and credential evaluation	5%
Research abroad	5%
External funding for internationalisation	4%
Int'l alumni relations	2%
Other	5%

About a quarter of HEI respondents are high-level administrators within their institutions, reporting on their internationalisation work to the central management or leader of the institution. A slightly higher number of HEI respondents (26%) are at lower levels within the hierarchy, reporting on their internationalisation work to the head of the international office. Fourteen per cent of HEI respondents are institutional leaders, reporting directly to the board, and about 19% are mid-level professionals, reporting to the dean of faculty or department chair (Figure 2.4).

Institutional background
HEI respondents were asked to answer questions regarding specific features of the higher education institutions at which they work. Most HEI respondents report that they work at a higher education institution providing for all three degree cycles: Bachelor's, Master's and PhD (Figure 2.5). Furthermore, the majority of HEI respondents (60%) work at a publicly funded higher education institution, whereas only a small minority (14%) work at a privately funded higher education institution (Figure 2.6).

Figure 2.3

Level within institution HEI respondents work at (N=1419)

- 1% Research institute
- 1% Branch campus
- 3% Other
- 29% Faculty/department level
- 66% Central level
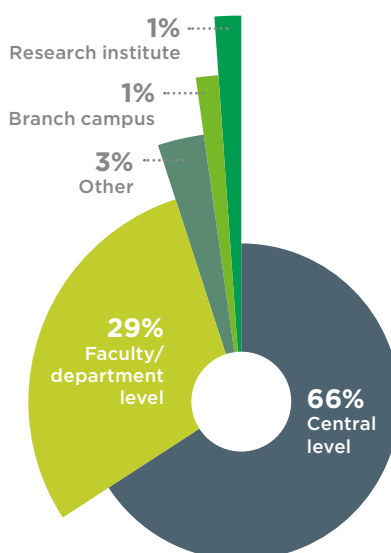
Organisation level HEI respondents report to in internationalisation (N=1406)
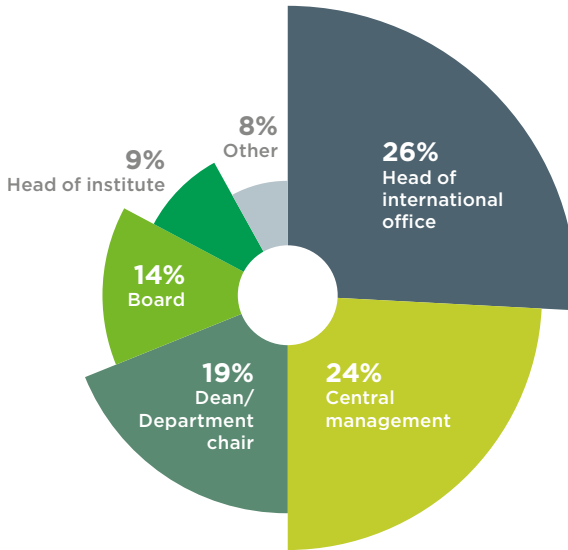
For the purposes of the EAIE Barometer 2014, the size of an institution is assessed according to the number of students enrolled. Higher education institutions with more than 20 000 students are considered large, institutions with between 5000 and 20 000 students are considered medium-sized and institutions with fewer than 5000 students are considered small.[2]

Figure 2.7 indicates that about a quarter of HEI respondents work at large institutions that enrol more than 20 000 students, including those enrolled in PhD programmes. Thirty-five per cent work at medium-sized institutions and 37% work at institutions with fewer than 5000 students.

The number of international students was consistently requested for the purpose of indicating the level of internationalisation at HEI respondents' institutions. Specifically, HEI respondents were asked about the number of international students enrolled at their institutions during the academic year 2012–2013 in

2 The survey used pre-defined categories for respondents to indicate institution size. The exact number of students was not asked; it is therefore not possible to provide an average number of (international) students per institution.

Figure 2.5

Highest degree level offered at HEI respondents' institutions (N=2093)

3%
Other

6%
Bachelor

17%
Master

74% PhD
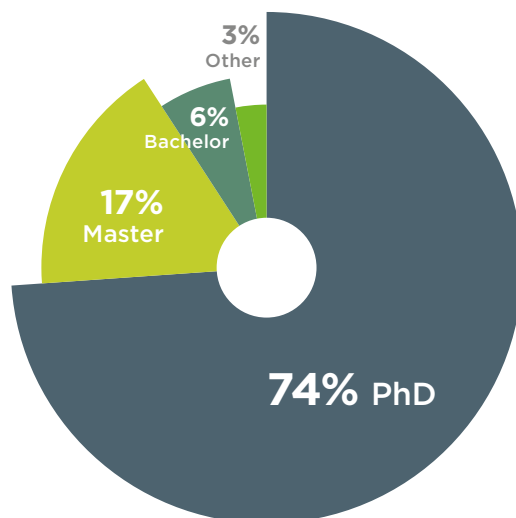
Figure 2.6

Main funding source for HEI respondents' institutions (N=2093)

3%
Unknown

23%
Mixed finance

60%
Public
finance

14%
Private finance
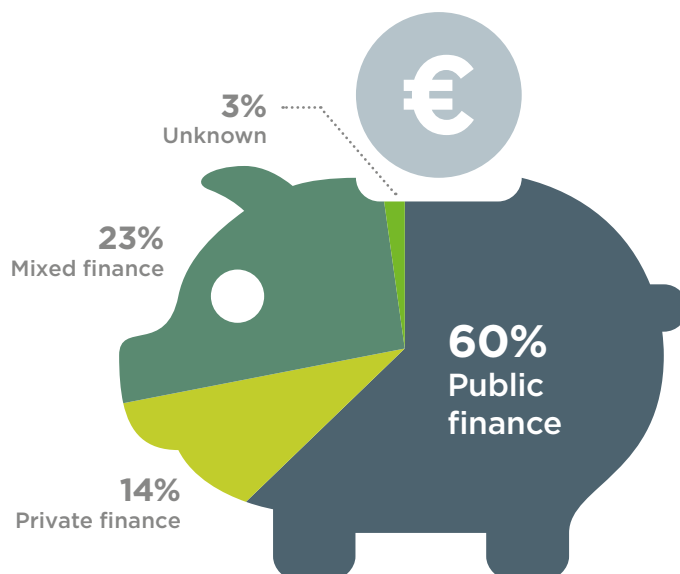
Figure 2.7

Size of student body (including PhD students) at HEI respondents' institutions, academic year 2012–2013 (N=1402)
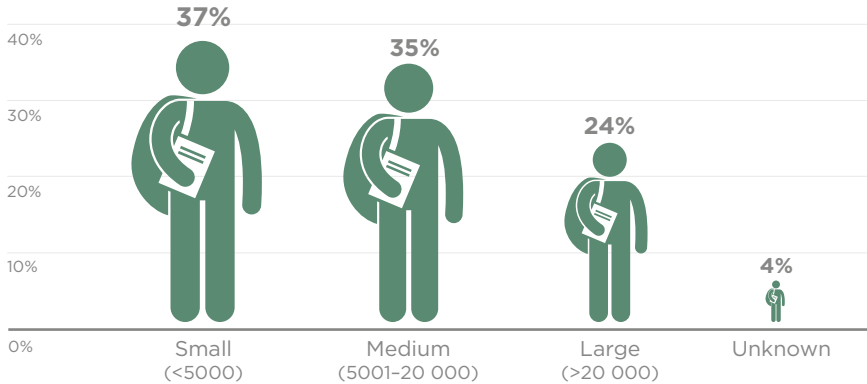
both degree and credit tracks.

Throughout Europe, many of the hosted students are mobile under the ERASMUS programme. In 2012–13, each of the top 100 hosting institutions welcomed more than 400 international students; the top 12 each hosted more than 1000 international students.[3] For the purposes of the EAIE Barometer 2014, higher education institutions with more than 2000 international students are considered to have a large international student body. Institutions with between 500 and 2000 international students are considered to have a medium-sized international student body, and institutions with fewer than 500 international students are considered to have a small international student body.

Figure 2.8 indicates that, at the majority of HEI respondent's institutions, the number of international students is relatively small: 53% of HEI respondents work at an institution with fewer than 500 international students, including those enrolled in PhD tracks. Only 14% of HEI respondents work at an institution with more than 2000 international students enrolled during the academic year 2012–2013.

Unsurprisingly, most (87%) of the small (fewer than 5000 students) higher education institutions host fewer than 500 international students per year; however, a few (9%) of these small institutions host between 500 and 2000 students, and there are examples of small institutions with more than 2000 international students. Large and medium-sized institutions tend to host comparatively more international students each year, as shown in Figure 2.9.

3 http://ec.europa.eu/education/library/statistics/ay-12-13/annex-3_en.pdf

Figure 2.8

Size of international student body both degree and credit (including PhD students) at HEI respondents' institutions, academic year 2012–2013 (N=1402)
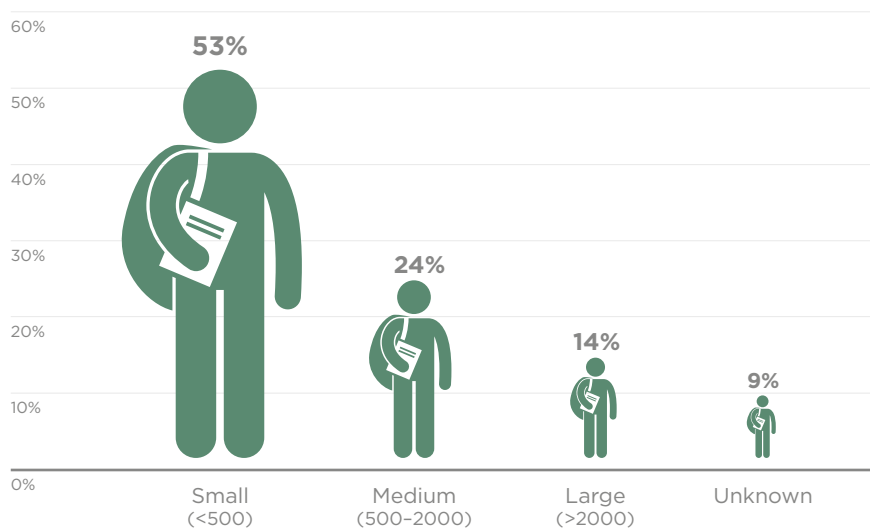
Figure 2.9

Size of international student body (including PhD students) by size of overall student body

3
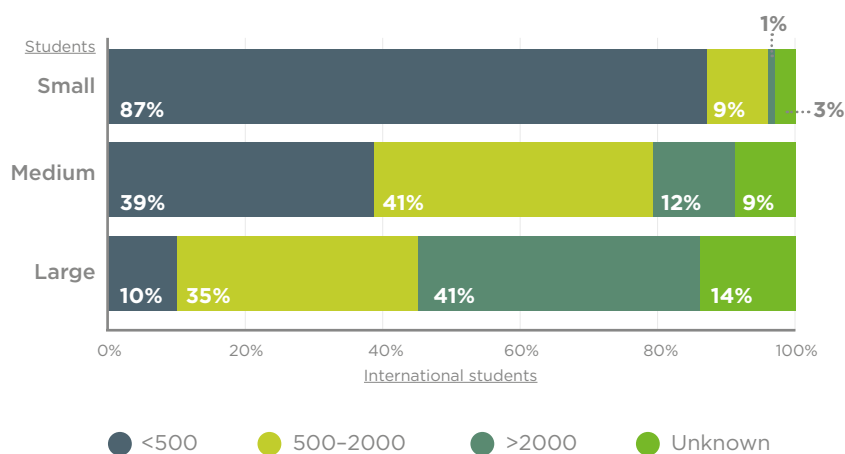
REASONS FOR INTERNATIONALISATION

3.1 OVERVIEW

This chapter looks into the main reasons that motivate higher education institutions to engage in internationalisation. It concentrates on exploring the meaning higher education institutions may ascribe to internationalisation in a globalised world. This chapter further explores the different principal motives that drive publicly and privately funded higher education institutions to embrace internationalisation and presents the various stages of internationalisation institutions may have reached.

3.2 MOST IMPORTANT REASONS FOR INTERNATIONALISATION

Higher education institutions engage in internationalisation for a variety of reasons. Figure 3.1 presents the main reasons indicated by all HEI respondents. Although the financial benefits associated with attracting international students are highlighted in some national strategies (e.g. the United Kingdom), only 10% of the HEI respondents mention the financial aspect as one of the most important reasons for their institutions to engage in internationalisation.

The majority of HEI respondents (56%) view internationalisation as an instrument to improve the overall quality of education at their higher education institutions. Consequently, HEI respondents regard internationalisation as an inextricable element of the educational process. Similarly, HEI respondents claim that the aim of international higher education is to prepare students for a global world. This aspect features in almost half (45%) of the answers provided by HEI respondents as an important reason for institutions to embrace internationalisation.

More explicitly linked with the international position of higher education institutions, HEI respondents' answers also feature the objective to attract more international students (37%) and the goal to improve the international reputation and the ranking position of the institution (35%). Indeed, Figure 3.1 suggests that higher education institutions often have a combination of reasons to focus on internationalisation (respondents could select up to three answers to this question from a list of possible options).

In comparison, the IAU 4th Global Survey asked respondents to rank the top benefits of internationalisation and noted that perceived or expected benefits are a rationale for internationalisation. The IAU reports that institutions across all global regions (Africa, Asia & Pacific, Europe, Latin America & Caribbean, Middle East and North America) ranked the benefits of internationalisation as follows: increased international awareness of students, improved quality of

teaching and learning, and strengthened research and knowledge production capacity (Egron-Polak & Hudson, 2014, Figure C.3). The top three ranked benefits in the IAU European sample are relatively similar with improved quality of teaching and learning being the top ranked benefit followed by enhanced international cooperation and capacity building, and increased international awareness of students (Egron-Polak & Hudson, 2014, Figure C.6). Although the sample size, countries and institutions included differ, the benefits of internationalisation identified in the IAU survey correspond relatively strongly with the findings of the EAIE Barometer 2014, with marked differences in rank or priority and terminology. Bearing in mind the different institutional viewpoints of the respondents in the two surveys, the identified discrepancies are hardly surprising.

Figure 3.1

Most important reasons to internationalise (multiple answers possible) (N=1501)

Reason	Percentage
Improve the overall quality of education	56%
Prepare students for a global world	45%
Attract more international students	37%
Improve international reputation	35%
Improve the quality of research & development	34%
Increase competitiveness	26%
Labour market demands	18%
Financial benefits for institution	10%
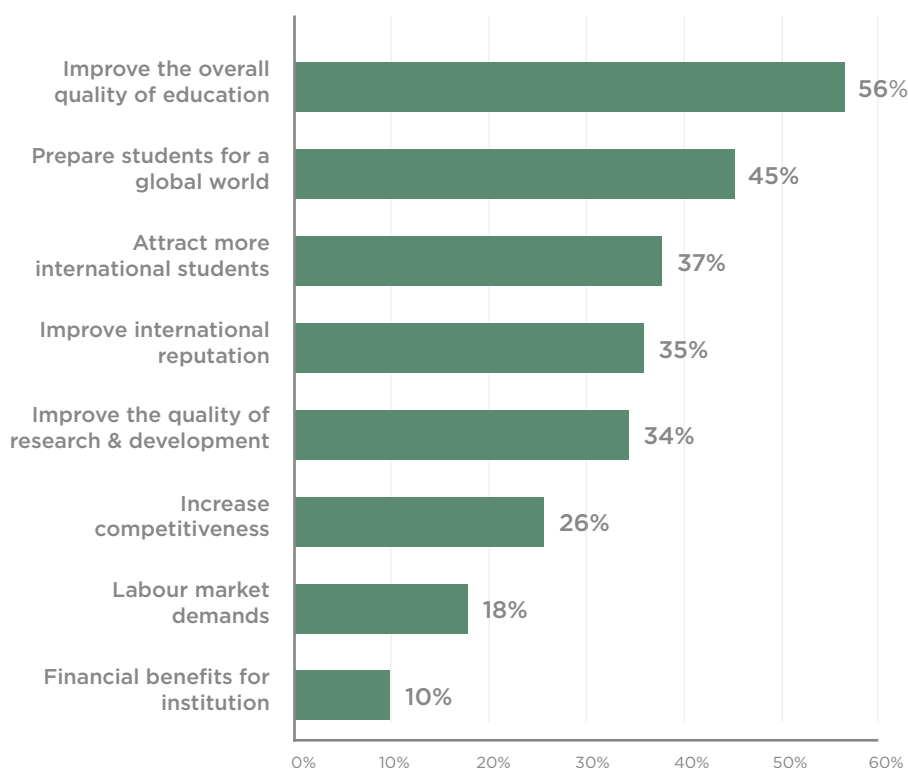
3.3 CROSS-NATIONAL DIFFERENCES

Although there appears to be a high level of consensus across the EHEA with regard to the main reasons for higher education institutions to engage in internationalisation, the main reasons given for internationalisation vary to a certain extent from country to country. In order of frequency, the most recurrent reasons for internationalisation are the improvement of the overall quality of higher education and the adequate preparation of students for a global world. These two reasons consistently form a cross-national unanimity with regard to the main focus for internationalisation.

Based on the average of answers provided, Figure 0.1 in Annex A presents an overview of the top five reasons for internationalisation per country. Therein, some cross-regional variations appear. All but one country (Switzerland) places improvement of the overall quality of higher education among the top five reasons for internationalisation. Of the 17 countries in which this reason was given primary importance, all but Norway and Sweden are in Central and Eastern Europe or the Caucasus.

Furthermore, all but four countries (Poland, Romania, the Russian Federation and Ukraine) place preparation of students for a global world among the top five reasons to internationalise. This aspect is most commonly selected by respondents in many Western European countries.

Slight cross-national variations emerge from the data with regard to reasons for internationalising higher education. These differences could result from specific national policies and contexts, as well as from the level of maturity that institutions in a specific country may have reached in terms of internationalisation.

In Ireland, Italy and Poland, the main reason for internationalisation is to attract more international students. Improving the quality of research and development is perceived as a more important reason in Albania, Cyprus, Estonia, Georgia, Norway and Ukraine. In Bulgaria, Italy, the Russian Federation, Slovenia, Spain, Switzerland and the United Kingdom, the improvement of the international reputation and position in rankings is a relatively more important reason for institutions. In Germany and the Russian Federation, competitiveness with regard to other higher education institutions is regarded as an important reason for internationalisation.

3.4 DIFFERENCES BY SOURCE OF FUNDING

The key reasons for higher education institutions to focus on internationalisation also seem to differ depending on their sources of funding. Figure 3.2 illustrates the five largest differences in reasons for internationalisation between publicly and privately funded institutions. The general assumption is that privately financed institutions are more focused on the financial benefits associated with internationalisation. This seems, indeed, to be the case, although to a limited extent.

Figure 3.2 shows that for privately funded institutions, motives of an extrinsic nature, such as the purposes of attracting international students (46%) and of financial benefits (16%), feature more commonly as important reasons for internationalisation. For publicly funded institutions, these two reasons are of slightly less interest, featuring in 36% and 9% of responses, respectively. In contrast with privately funded institutions, publicly funded institutions attach greater value to the improvement of the quality of research and development by means of internationalisation. This feature may be explained in part by the fact that, of the Barometer respondents' institutions, publicly financed institutions as well as those with mixed funding more frequently offer a PhD track and therefore contain a strong research component.

These types of differences by funding source are not surprising: throughout the EHEA, publicly funded and, in some cases, institutions with mixed funding tend to be older and more established. Comprehensive universities that conduct basic research and that are therefore highly ranked internationally are generally public institutions. Conversely, privately funded higher education institutions are usually smaller, newer and offer a limited range of disciplines or degree levels: frequently first- or second-cycle degrees in business, management, the arts, IT, etc.

Most important reasons for institutions to internationalise by main source of institutional funding (N=1501)

Improve the overall quality of research and development*

Public finance	36%
Mixed finance	28%
Private finance	20%

Labour market demands*

Public finance	18%
Mixed finance	19%
Private finance	28%

Attract more international students

Public finance	36%
Mixed finance	43%
Private finance	46%

Prepare students for a global world

Public finance	51%
Mixed finance	48%
Private finance	44%

Financial benefits for our institution*

Public finance	9%
Mixed finance	11%
Private finance	16%

0%   10%   20%   30%   40%   50%   60%

*Statistically significant differences $p < 0.05$.

3.5 DIFFERENCES BY LEVEL OF INTERNATIONALISATION

HEI respondents were asked to rate their institutions as *leading, average* or *lagging behind* in internationalisation. Figure 3.3 shows the number/percentage of institutions that were rated at each level. These ratings are based on HEI respondents' individual perceptions of their institutions' levels of internationalisation compared to other institutions in their country. Nearly half of the respondents rate their institutions as average at internationalisation. More than a third rate their institutions as leading and 12% consider that their institutions are lagging behind.

Figure 3.3

Level of internationalisation compared to other HEIs in the country (N=1539)
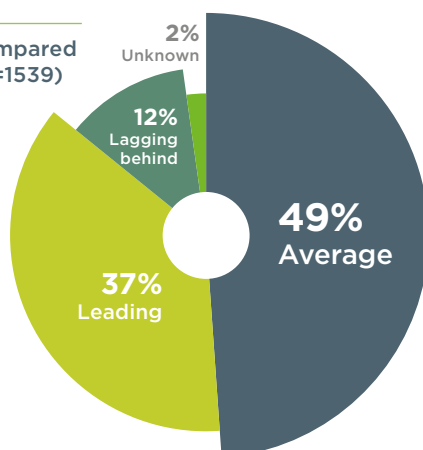
With regard to higher education institutions' stages of development in internationalisation, slight variations come to the fore in terms of institutions' reasons for focusing on internationalisation. Figure 3.4 shows five principal differences in the reasons higher education institutions internationalise according to their perceived level of internationalisation.

Figure 3.4 indicates that institutions regarded as *leading* in internationalisation are commonly perceived as having a stronger focus on improving the overall quality of education (57%), preparing students for a global world (52%), engaging in research and development (37%), and catering to their international reputation and to their position in international rankings (41%). Usually, *leading* institutions are perceived to focus the least on the financial benefits of internationalisation. Remarkably, institutions perceived as *lagging behind* in internationalisation are commonly indicated to have a stronger focus on the financial benefits of internationalisation, although this is also reported relatively rarely (15%).

Figure 3.4

Most important reasons for institutions to internationalise by level of internationalisation (N=1501)

Improve the quality of research & development*

Level	Value
Leading	37%
Average	31%
Lagging behind	26%

Prepare students for a global world

Level	Value
Leading	52%
Average	50%
Lagging behind	47%

Improve international reputation*

Level	Value
Leading	41%
Average	30%
Lagging behind	30%

Improve the overall quality of education*

Level	Value
Leading	57%
Average	55%
Lagging behind	51%

Financial benefits for institution*

Level	Value
Leading	8%
Average	11%
Lagging behind	15%

0%   10%   20%   30%   40%   50%   60%

*Statistically significant differences p<0.05.

3.6 KEY FINDINGS

- Higher education institutions' rationales for internationalisation appear to be solidly similar across the EHEA; the limited differences observed indicate general consensus amid EHEA higher education institutions.

- The main reason for higher education institutions to engage in internationalisation is to improve the overall quality of higher education. Institutions view internationalisation as an inextricable element of the educational process.

- The most important reasons HEI respondents indicate for institutions to internationalise are to improve the overall quality of education, prepare students for a global world, attract more international students, improve the institution's international reputation and position in rankings, improve the quality of research and development, be more competitive with regard to other higher education institutions, labour market demand, and institutional financial benefits.

- Privately financed higher education institutions' motives for internationalisation frequently appear to differ from those of publicly funded institutions.

- Privately funded higher education institutions often consider internationalisation an important way to attract students and gain financial benefits; hence, they seem to attach particular relevance to extrinsic motives.

- HEI respondents who perceive their institutions as *leading* in internationalisation report stronger institutional focus on improving the overall quality of education and that of research and innovation and less attention given to internationalisation's financial benefits.

- HEI respondents who perceive their institutions as *lagging behind* in internationalisation report stronger institutional focus on the financial benefits of internationalisation than *leading* or *average institutions*.

4

ORGANISATION AND STRATEGY OF INTERNATIONALISATION

4.1 OVERVIEW

This chapter describes higher education institutions' internationalisation strategies and organisation as reported by the HEI respondents. Observations are made on how widespread the presence of internationalisation strategies is among higher education institutions and also the different approaches higher education institutions throughout the EHEA take to elaborate their internationalisation strategies. Finally, this chapter relates the most common aspects internationalisation strategies tend to cover.

4.2 THE PRESENCE OF INTERNATIONALISATION STRATEGIES

Cross-institutional differences

Ambition does not suffice to render an institution successful in internationalisation. Even having a large number of internationalisation activities is not enough to ensure long-term success; if internationalisation is not entrenched in the culture and processes of the institution, internationalisation may be marginalised or ignored when new priorities arise. To live up to their ambitions, higher education institutions need to first and foremost target their objectives and develop a well-structured strategic plan for internationalisation.

Institutional strategic plans first became common practice when higher education institutions became legally autonomous. Institutional autonomy came at different times and in different forms across Europe, starting in the 1990s and with increased political support throughout the Bologna Process. As institutions gained autonomy, the need for and practical usage of institutional strategic plans became paramount.

Internationalisation is not always an explicit part of institutional strategic plans; however, the practice is becoming more common. The IAU 4th Global Survey reports that institutions across all global regions indicate they have or are in the process of preparing a strategic plan for internationalisation or priority areas addressed in the institution's overall strategy (Egron-Polak & Hudson, 2014). According to the IAU survey, 81% of higher education institutions in Europe report having or being in the process of preparing an internationalisation policy and infrastructure supports (Egron-Polak & Hudson, 2014, Figure B.4). A similar number is reported by European higher education institutions in the European University Association (EUA) survey from 2013, in which 86% of respondent institutions stated that they have an internationalisation strategy or consider internationalisation in their other institutional strategies (EUA, 2013).

The EAIE Barometer 2014 contained several questions for HEI respondents with regard to their institutions' objectives and the means their institutions have fashioned to attain their ambitions in internationalisation. Most importantly, the questions concentrated on the presence and nature of strategic plans for internationalisation extant at HEI respondents' institutions.

In their reactions, more than one-third of the HEI respondents (38%) indicate that their institutions have elaborated a separate strategic plan that specifically addresses ambitions for internationalisation. Almost half of the respondents (46%) indicate that internationalisation features as one of the priority areas addressed in the overall strategy of the institution rather than being addressed in a separate strategic plan.

Meanwhile, 11% of HEI respondents indicate that a strategic plan for internationalisation is currently under development at their respective institutions. Only a small minority of HEI respondents (3%) indicate that their institutions have not elaborated any specific strategic plan with regard to internationalisation.

Cross-national differences

It is of interest to note that the natures and levels of elaboration of strategic plans for internationalisation extant at institutions seem to differ from country to country. It appears, nevertheless, that the existence of separate and dedicated strategic plans for internationalisation is quite common in a number of countries (Figure 0.2 in Annex A).

In fact, in Austria, Belgium (Flemish), Germany, Ireland, the Netherlands, Norway, Sweden and the United Kingdom, more than half of the HEI respondents indicate that their respective institutions have elaborated separate strategic plans for internationalisation.

A separate institutional strategic plan for internationalisation appears far less common in countries such as Greece, Hungary, Italy, Latvia, Poland and Ukraine. Nevertheless, HEI respondents generally indicate that, although in most countries internationalisation is not addressed in a separate strategic plan, internationalisation is still one of the priority areas in the overall institutional strategy.

Differences by level of internationalisation

Although it may be difficult to directly relate the presence of a strategic plan for internationalisation with an institution's success in internationalisation, it is yet of interest to note that institutions perceived as *leading* in internationalisation seem to have elaborated a separate strategic plan for internationalisation more often than those institutions considered less successful in the field.

Figure 4.1 shows that, among the institutions identified as *leading* in inter-
nationalisation, more than 50% have developed a separate strategic plan to
address internationalisation, while 40% have an institutional strategic plan
with internationalisation as a priority area. From this data, it is not possible to
determine whether the presence of a separate strategic plan improves an institu-
tion's status or if high status institutions are likely at a certain point to develop
a separate internationalisation strategy; only that there is a correlation between
institutional status and the presence of such a strategic plan.

In contrast, amid those institutions perceived as *lagging behind* in international-
isation, only 24% have a separate strategic plan for internationalisation. Inter-
estingly, 37% have an institutional strategic plan with internationalisation as a
priority area, very similar in proportion to the institutions considered *leading* in
internationalisation.

Figure 4.1

**Presence of internationalisation strategies by level of internationalisation
(N=1539)***
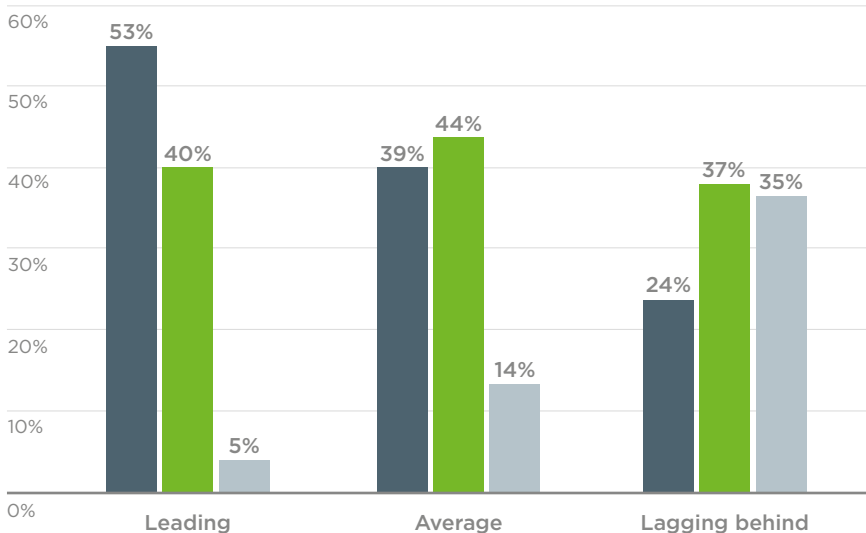
- ● The institution has a separate internationalisation plan
- ● Internationalisation is a priority area in the overall strategy
- ● No internationalisation strategy/strategy in development

*These differences are statistically significant (p<0.05)

4.3 CONTENT OF INTERNATIONALISATION STRATEGIES

Internationalisation strategies may cover many aspects of the process. Figure 4.2 indicates the core aspects of internationalisation strategies identified in the survey. HEI respondents were presented with a list from which to select multiple answers.

Unsurprisingly, the aspect of student mobility appears to play the most significant role in strategic plans for internationalisation. Aspects such as strategic partnerships and international research and innovation, mentioned by 79% of HEI respondents, also seem to enjoy a large consensus amongst institutions. Although to a slightly lesser extent, around 70% of HEI respondents indicate that the aspect of staff mobility is also a significantly high priority. Internationalisation of the curriculum appears as part of strategies developed in 68% of HEI respondents' institutions.

These results align significantly with findings of the IAU 4th Global Survey, in which the top three ranked priority internationalisation activities undertaken by institutions in Europe were, in order of importance, outgoing mobility opportunities for students, international research collaboration, and strengthening international/intercultural content of curriculum (Egron-Polak & Hudson, 2014, Figure E.9). Likewise, the EUA survey on internationalisation also finds that incoming and outgoing student mobility is a top priority for internationalisation, along with internationalisation of learning and teaching and developing strategic research partnerships with other institutions (EUA, 2013, Figure 8).

Remarkably, although certain national policies on internationalisation strongly emphasise existing direct links between internationalisation in higher education and development (e.g. Norway), this fact does not seem to be consistently conveyed in HEI respondents' institutional strategies. Indeed, only one out of four HEI respondents report that this aspect appears in institutional strategies.

Last but not least, it is also worth noting that more than half (56%) of the HEI respondents indicate that internationalisation at home is part of the internationalisation strategies of their respective institutions.

In Figure 3.1 (Chapter 3), the most important reasons to focus on internationalisation are given as (in order of frequency): improve the overall quality of education, prepare students for a global world, attract more international students, improve international reputation, and improve the quality of research and development. Becoming more competitive, responding to labour market demands and financial benefits are also identified. Compared to the content of internationalisation strategies, there seems to be a disconnect between the reasons for internationalising and how internationalisation is implemented. This disconnect

may partially be explained by the response options available; the respondents could not choose indicators of quality of internationalisation as activities included in their internationalisation strategy.

Based on the reasons identified for internationalising, specifically the goal of improving the quality of education and preparing (all) students for a global world, internationalisation of the curriculum and internationalisation at home might reasonably be expected to figure more prominently in institutional strategic plans for internationalisation. The same may be said about using digital learning for internationalisation, an aspect that is currently reported to feature in internationalisation strategies by less than a quarter of the respondents. Student mobility, in contrast, may contribute to the quality of education for those students who study abroad, or possibly for incoming students from institutions where the quality of education is lower, but does not in itself affect the quality of education for all students at an institution. Likewise, staff mobility could have a limited effect on the quality of education for all students.

Differences by source of funding
It appears that the source of institutional funding frequently correlates to a certain extent with the main components of a higher education institution's internationalisation strategy. Privately funded institutions, for example, seem to concentrate more often on the aspect of international strategic partnerships, as indicated in 91% of responses for privately funded institutions. In contrast, for publicly financed institutions, international strategic partnerships are mentioned in only 77% of the responses.

The component of marketing and promotion also tends to be more commonly indicated by respondents from privately funded institutions: in 67% of the responses for privately funded institutions, versus 48% for publicly funded institutions. A sizeable disparity is likewise perceptible with regard to the aspects of international rankings and international reputation, declared in 58% of the responses for privately funded institutions, versus 44% for publicly funded institutions. There is also a distinct discrepancy in the responses from privately and publicly funded institutions with regard to incoming and outgoing staff mobility: the former is indicated in 73% of the responses for publicly funded institutions, but only 59% of privately funded institutions, whereas the corresponding numbers for the latter are 75% and 57% respectively. The importance of marketing and promotion, rankings and reputation, and strategic partnerships is greater for institutions with more private-source funding.

Figure 4.2

Content of internationalisation strategies (multiple answers possible)
(N=1266)

Category	%
Outgoing student mobility	84%
Incoming student mobility	84%
Int'l strategic partnerships	79%
Int'l research and innovation	79%
Outgoing staff mobility	73%
Incoming staff mobility	71%
Internationalisation of the curriculum	68%
Internationalisation at home	56%
Int'l marketing	49%
Transnational education	48%
Int'l rankings and reputation	45%
Capacity building	25%
Digital learning	23%
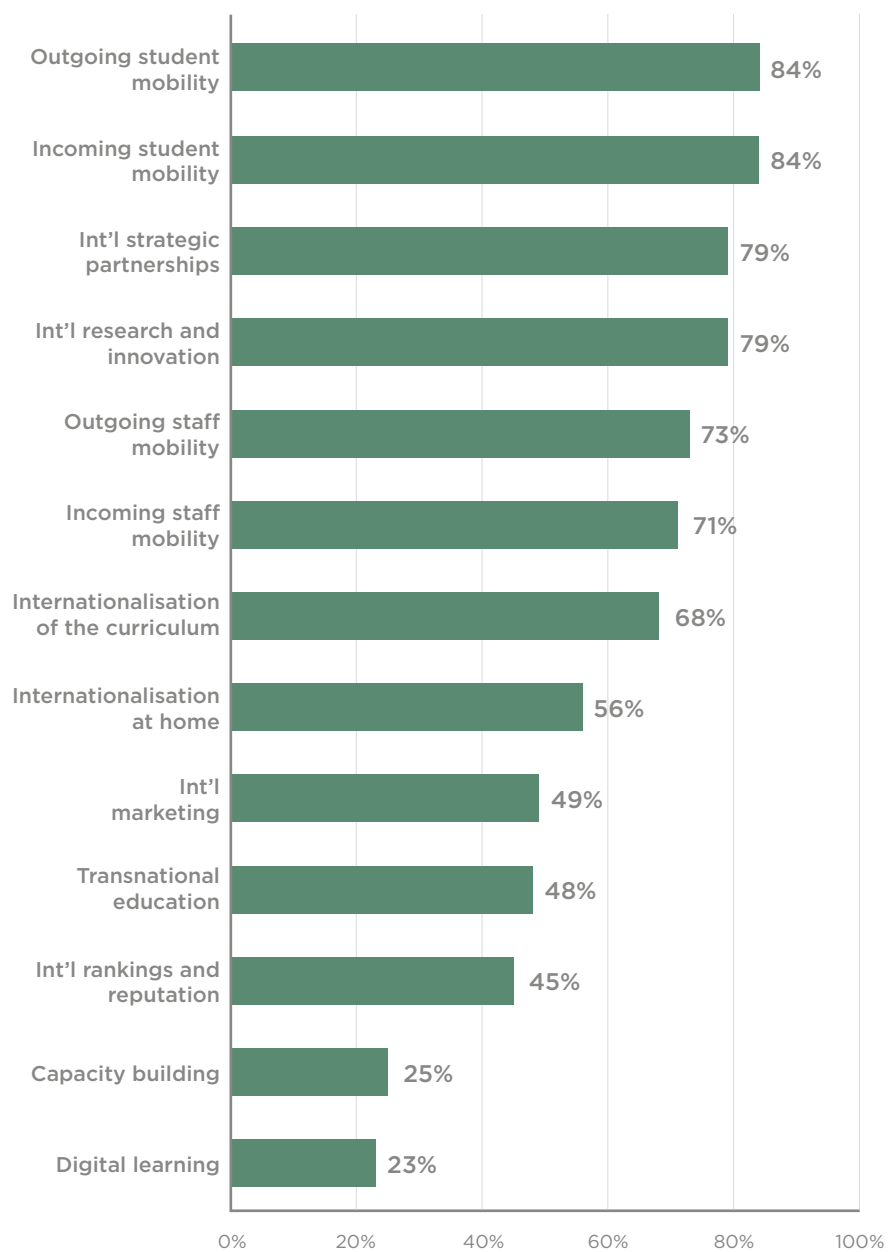
With regard to higher education institutions with mixed funding, it is interesting to note that all aspects of institutions' internationalisation strategies generally tend to be situated somewhere in between the percentages observed for publicly and privately funded institutions. Overall, the data reveals a continuum.

Differences by level of internationalisation

Higher education institutions described as *leading* in internationalisation are more often cited to include international research and innovation in their internationalisation strategies (Figure 4.3). These same institutions likewise appear to pay particular attention to their positions on international rankings and their international reputation, in contrast to institutions perceived to be *average* or *lagging behind* in internationalisation.

Noteworthy differences are likewise observed with regard to aspects such as transnational education, marketing and promotion in internationalisation strategies: indeed, these aspects appear as priorities more often for institutions perceived as *leading* in internationalisation. There are almost 30 percentage points difference between the *leading* institutions and those identified as *lagging behind*.

Finally, the attention given to incoming staff mobility appears to be less dependent on institutions' level of internationalisation. Although this aspect is more common among institutions *leading* in internationalisation, it figures highly for most institutions at every level. Seventy-two per cent of the institutions described as *leading* in internationalisation are reported to have included the aspect of incoming staff mobility in their strategies. In comparison, 73% of the institutions described as *average* in internationalisation and 58% of those perceived as *lagging behind* appear to have included this component in their internationalisation strategies and seem to pay particular attention to it.

Differences in internationalisation strategies by number of international students

Generally, higher education institutions that enrol a large number of international students seem more often inclined to cite a wide variety of components with regard to their internationalisation strategies. This fact most likely indicates these institutions' overall embracing approach to internationalisation, which covers many varied aspects of the process.

For instance, 70% of higher education institutions that host more than 2000 international students per year seem highly concerned with their positions on international rankings. By contrast, only 35% of higher education institutions with fewer than 500 international students per year seem to be concerned with this aspect in their internationalisation strategies.

Moreover, capacity building in developing countries seems to be important for 42% of the institutions with larger international student numbers, whereas only 17% of institutions with smaller international student numbers seem to include this aspect in their internationalisation strategies.

The component of internationalisation at home seems to correlate with the number of international students in a different way. Regardless of the number of international students, more than half of all institutions seem to be developing strategies for internationalisation at home. This finding indicates that many higher education institutions, including a significant proportion of those that

Figure 4.3

Content of internationalisation strategy (multiple answers possible) by level of internationalisation (N=1266)
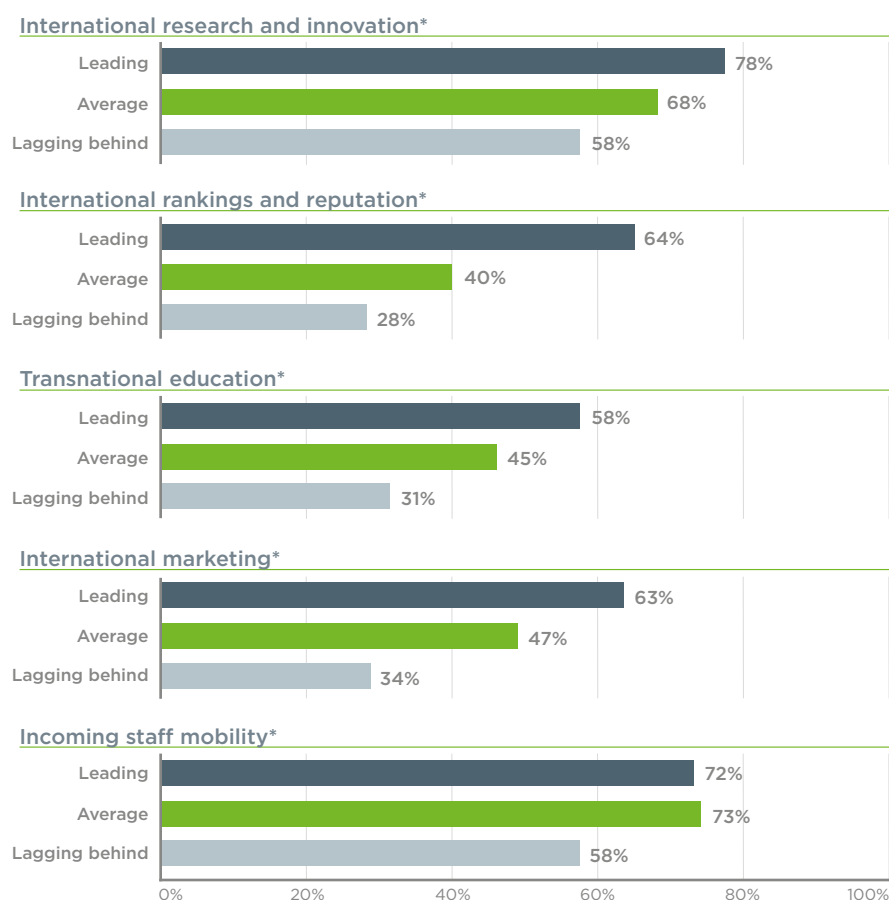
* Statistically significant differences by p<0.05

are less successful at attracting international students, are approaching internationalisation in other ways, e.g. through the curriculum, with innovative learning opportunities or by connecting students to local/global issues within and outside the institution.

4.4 CROSS-NATIONAL DIFFERENCES IN INTERNATIONALISATION STRATEGIES

When considering cross-national differences in internationalisation strategies across the EHEA, the component of international student mobility, incoming or outgoing, consistently comes to the fore as the main aspect of internationalisation strategies in almost all countries represented in this survey. Figure 0.3 in Annex A presents the priority content areas for internationalisation strategies by country.

A marked difference is apparent in the case of the United Kingdom, where the main emphasis in internationalisation strategies appears to converge mainly on the aspect of strategic partnerships, although this aspect also garners relatively high interest in Cyprus, Ireland, the Russian Federation, Spain and Switzerland.

Notably, in almost half the countries, outgoing international student mobility is recurrently cited as the most important factor, ranking, consequently, as the single most common in institutions' international strategies. Meanwhile, incoming student mobility appears to constitute a less important role, though it is still cited as the second most common option overall. There may be a loose correlation between the number of students going abroad to study and the importance placed on outgoing student mobility for internationalisation strategies; the top sending countries for ERASMUS[1] are France, Germany, Italy, Poland and Spain, all of which cite outgoing student mobility as among the top three priorities for internationalisation strategies.

Yet, in Croatia, Cyprus, Italy, Latvia, the Russian Federation and the United Kingdom, outgoing student mobility ranks as the third most important component in institutions' international strategies, and in Estonia, Ireland and Switzerland, outgoing student mobility does not even make the top three most important aspects. When it comes to incoming student mobility, this is less of a pronounced priority in Cyprus and the United Kingdom.

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1 http://ec.europa.eu/education/library/statistics/ay-12-13/annex-1_en.pdf

Remarkably, internationalisation of the curriculum appears among the top three components for higher education institutions' internationalisation strategies in Belgium (French), Estonia, Georgia, Germany, Italy and Switzerland. The factor of (incoming and outgoing) staff mobility, meanwhile, seems to commonly appear among the top three priorities for institutions' internationalisation strategies in 11 countries.

4.5 INSTITUTIONAL ORGANISATION AND RESPONSIBILITIES IN INTERNATIONALISATION

Respondents were asked to identify the role of the person or body that holds the main responsibility for the internationalisation strategy within their institutions. In 46% of HEI respondents' institutions, responsibility for internationalisation appears to rest in the hands of the board or the institution's central management (Figure 4.4a).

At certain institutions (13%), the internationalisation portfolio is the responsibility of a specific board member. At other institutions, this responsibility lies in the hands of the head of the internationalisation office or alternatively a specific committee or task force created for the purpose. Only a few institutions (3%) seem not to have formally established a focus person/body responsible for internationalisation. Cross-national differences appear limited, with most countries showing more or less the same distribution of responsibilities (Figure 0.4 in Annex A).

Higher education institutions have various types of structures for handling internationalisation internally (Figure 4.4b). Half of the HEI respondents' institutions seem to have only one office specialised in addressing internationalisation aspects, and in only 5% of the HEI respondents' institutions are internationalisation responsibilities entirely decentralised.

Differences by level of internationalisation
One in four higher education institutions appear to have established multiple offices for addressing the variety of internationalisation aspects, along with a coordinating body across the institution. Interestingly, this form of organisation seems to constitute an important model for institutions perceived as *leading* in internationalisation: 32% of the *leading* institutions versus 16% of those *lagging behind*.

Recurrently, institutions perceived as *lagging behind* in internationalisation more often appear to have established only one office specialised in addressing internationalisation aspects (50%). By contrast, in those institutions perceived as *leading* in the field, single-focus offices seem to appear relatively rarely (38%).

This observed discrepancy seems to reflect the experience that central offices usually help in raising the profile of internationalisation for a temporary period only. Ultimately, all aspects and activities that constitute internationalisation need attention at all institutional levels. It therefore appears evident that the model followed by many institutions perceived as *leading* in internationalisation, whereby a combination of central support and decentralised activities is established, seems more appropriate toward successful internationalisation.

When investigating the relationship between the individual or entity responsible for internationalisation and the level of internationalisation of an institution, no statistically significant correlation could be discerned.

Cross-national differences

Across national borders, variations in the internal organisation of internationalisation seem relatively minor (Figure 0.5 in Annex A). In most countries, the primary form of organisation is to have internationalisation concentrated in a single internationalisation office. Exceptions here include countries such as Belgium (Flemish), Finland, the Netherlands and Sweden, where multiple offices with a coordination mechanism specialised in internationalisation seem to regularly come to the fore.

Figure 4.4

Institutional organisation and responsibilities in internationalisation

(a) Main responsibility for the institutional internationalistion strategy (N=1470)

- 3% Responsibilities not formally established
- 7% Internationalisation committee/taskfoce
- 13% Assigned board member
- 14% Other
- 18% (Head of) international office
- 46% Board/central management
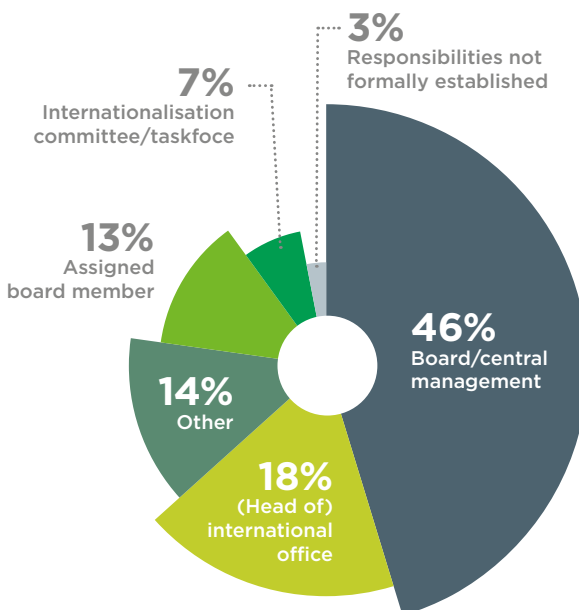
(b) Organisation of internationalisation at the institution (N=1470)

5%
Decentralised to
faculty/department

8%
Other

12%
Multiple
offices working
independently

24%
Multiple offices with
coordination

51%
Single
international
office
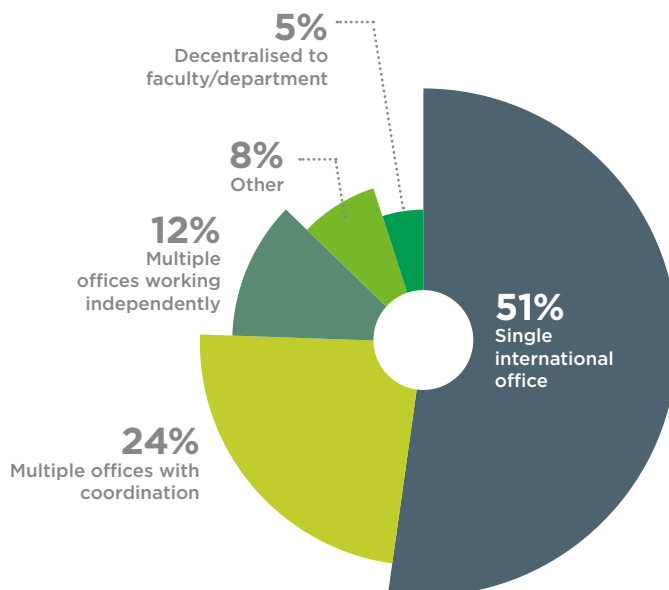
4.6 NUMBER OF INTERNATIONAL STUDENTS BY LEVEL OF INTERNATIONALISATION

Unsurprisingly, higher education institutions viewing themselves as *leading* appear more often to host larger international student numbers compared to higher education institutions perceived as *lagging behind*. Yet, Figure 4.5 indicates that there appears to be no perfect correlation between the size of an institution's international student body and its level of advancement in internationalisation.

Indeed, a third of the higher education institutions that view themselves as *leading* host fewer than 500 international students. This could perhaps indicate that these particular institutions perceive themselves as *leading* thanks to a specific well-developed aspect relating to internationalisation at home and/or a well-targeted international student population. The findings of the survey could not substantiate this hypothesis.

Institutions' internal organisation with regard to internationalisation seems to have no direct relationship with the manner in which institutions formulate their internationalisation strategies. As Figure 4.6 noticeably demonstrates, institutions with highly centralised offices for internationalisation and those with decentralised departments and faculties are equally as likely to have separate strategic plans for internationalisation.

Figure 4.5

Number of international students by level of internationalisation (N=1401)*
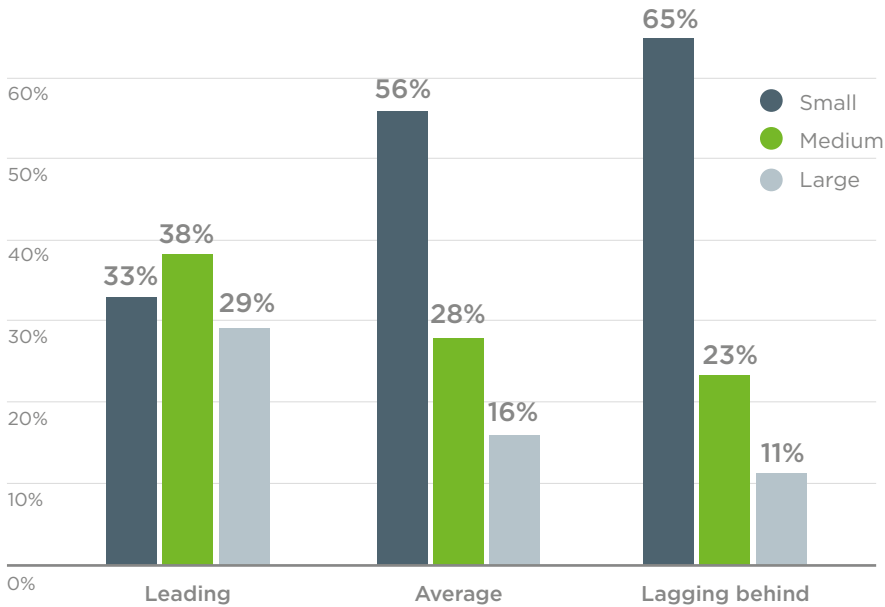
*These differences are statistically significant (p<0.05)

Figure 4.6

Presence of an internationalisation strategy by the internal organisation of internationalisation (N=1470)
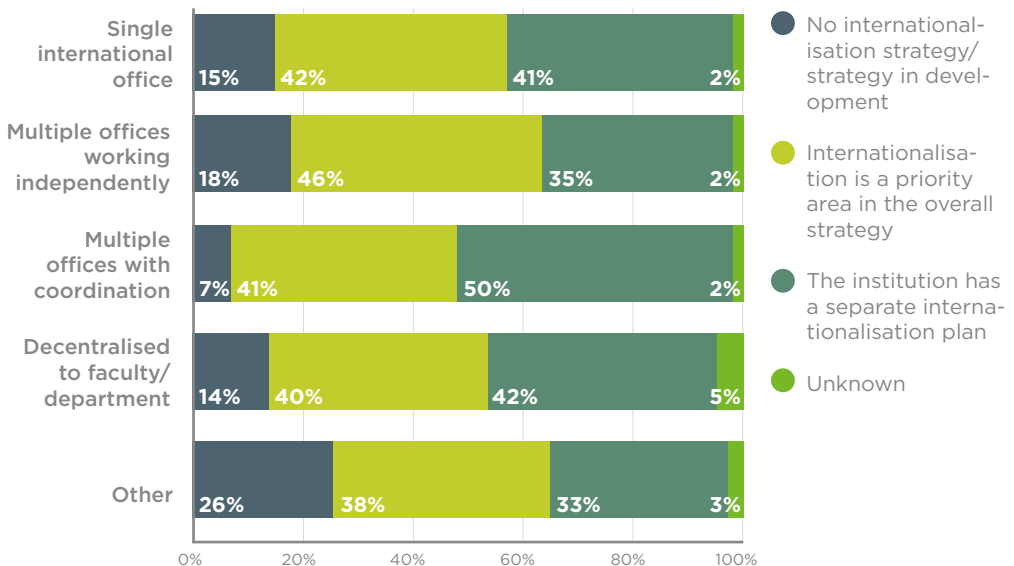
4.7 KEY FINDINGS

- At the majority of institutions, internationalisation appears to play a key role in the institutions' strategic plans.

- Separate strategic plans for internationalisation are identified in 38% of respondents' institutions.

- In 46% of respondents' institutions, internationalisation is indicated as one of the priority areas in the overall institutional strategy.

- The nature and level of institutions' strategic plans for internationalisation appear to differ from country to country.

- Institutions that are perceived as *leading* in internationalisation have a separate strategic plan for internationalisation more often than institutions that are perceived as less advanced in internationalisation.

- The strategic plans for internationalisation of the institutions perceived as *leading* in internationalisation appear to concentrate more heavily on international research and innovation.

- Compared to institutions perceived as *average* or *lagging behind* in internationalisation, institutions perceived as *leading* also seem to pay more attention to their international reputation and their positions on international rankings.

- Strategic plans for internationalisation cover many aspects: student mobility is clearly indicated as a key feature in most plans; yet strategic partnerships, international research and innovation, and staff mobility recurrently come to the fore as important strategic aspects.

- Compared to the content of institutions' internationalisation strategies, there seems to be a marked disconnect between the reasons for internationalising and how internationalisation is implemented.

- Privately funded institutions seem to focus more strongly on international strategic partnerships.

- Privately funded institutions also appear to pay more attention to marketing and promoting their institutions and attach particular relevance to their international reputation and their positions on international rankings.

5

TRENDS IN INTERNATIONALISATION

5.1 OVERVIEW

Trends in internationalisation may take many forms as a result of the various reasons and motivations to internationalise, levels of internationalisation and types of internationalisation activities. The type of institutional funding also affects trends. This chapter describes the main trends in internationalisation observed in recent years throughout higher education institutions in the EHEA.

5.2 MAIN TRENDS IN INTERNATIONALISATION

With regard to the main trends and developments in internationalisation, HEI respondents were asked to indicate the most notable developments perceived at their respective institutions over the last three years. From the responses, it appears that HEI respondents have indeed observed a substantial increase in activities in a number of internationalisation aspects.

HEI respondents reported a large number of substantial increases in inter-nationalisation developments (Figure 5.1). These trends are characterised by growing activity in international strategic partnerships, including their formal implementation; enhancement of the quality of services offered to international students (e.g. accommodation, academic tutoring, etc.); and the improvement of the quality of international courses and programmes.

Developments in recent years also appear to have been marked by notable intensification in the incoming and outgoing exchange students and incoming international degree students. Furthermore, although it is not one of the most commonly cited trends, the substantial increase reported in the number of courses and programmes with an international component and English as the medium of instruction seems to duly reflect and correspond to the detected ac-tivity in the three top-reported areas. Conversely, HEI respondents appear less enthusiastic about developments they have observed with regard to the exten-sion of branch campuses: less than 1% of HEI respondents indicate a substantial increase in this activity.

Cognisant of the fact that HEI respondents may be inclined to view their respective higher education institutions' trends and developments with a cer-tain bias, strong attention was paid in this particular part of the survey to an analysis of the responses provided by specialists working outside higher educa-tion institutions. When asked for their views on the main institutional trends and developments in internationalisation over the past three years, non-HEI respondents present a somewhat different picture from the one highlighted by HEI respondents (Figure 5.2).

According to non-HEI respondents, the most significant development in the last three years was marked by a considerable increase in the number of outgoing international students. Non-HEI respondents likewise observed substantial growth in a number of areas, including the number of incoming international degree students. In their view, the latter development was in turn followed and mirrored by a proliferation of courses with English as the medium of instruction and course programmes with an international component. Other trends non-HEI respondents identified as significant include visits by delegations from international institutions or organisations and joint programmes.

Non-HEI respondents did not provide firm confirmation of perceptions of increased attention paid by higher education institutions to the quality of international education or to the quality international student services or (implemetation of) strategic partnerships. Nevertheless, this group could very well be insufficiently informed, as these aspects relate quite closely to internal institutional developments and are by nature less evident to external observation. Tangible developments, however, such as the limited attention paid by higher education institutions to the expansion of branch campuses, are indeed confirmed in the feedback provided by the cohort of non-HEI respondents.

5.3 CROSS-NATIONAL DIFFERENCES IN TRENDS

Perceptions on the recent changes and developments in internationalisation tend to illuminate significant differences between countries (Figure 0.6 in Annex A). Overall, the internationalisation activity that is reported as having increased the most on average throughout the EHEA is strategic partnerships with foreign institutions, and in Bulgaria, Georgia, Greece, Portugal, the Russian Federation, Slovenia and Ukraine this aspect was marked as the primary area of change. This result may reflect the targeted influence of supranational policy: EU measures on institutional international strategy promote joint initiatives among universities with partners in and outside of the European Union (EUA, 2013).

The attention conferred on the quality of services for international students is the top perceived change reported in Belgium (French), Germany, Ireland and Italy. In the Czech Republic, Estonia, Latvia, Norway, Poland and Romania, the number of incoming exchange students each year is perceived as the most important change while for Austria, Belgium (Flemish), Croatia, Finland, France and Sweden, the number of outgoing students is reported as the top perceived change in internationalisation. Courses and programmes with an international component are regarded as the most important recent development in Denmark, while the quality of programmes is reported to be the most significant recent change in the Netherlands. In Turkey, the aspect of outgoing staff mobility seems to figure highest.

Figure 5.1

Perceived changes in internationalisation activities over the past three years (HEI respondents; N=1365)

Excluding not applicable
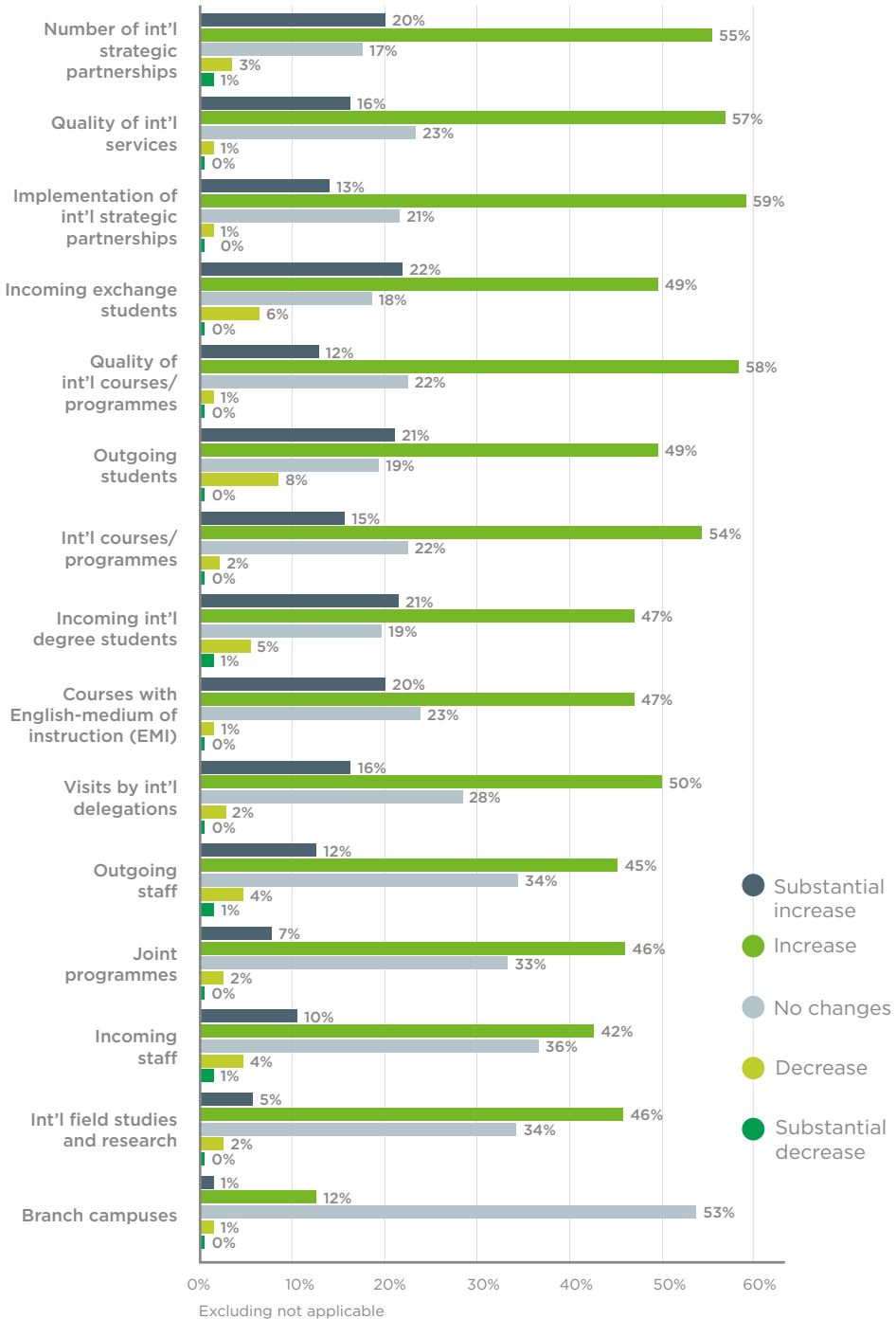
Figure 5.2

Perceived changes in internationalisation activities over the past three years (Non-HEI respondents; N=175)

Excluding not applicable
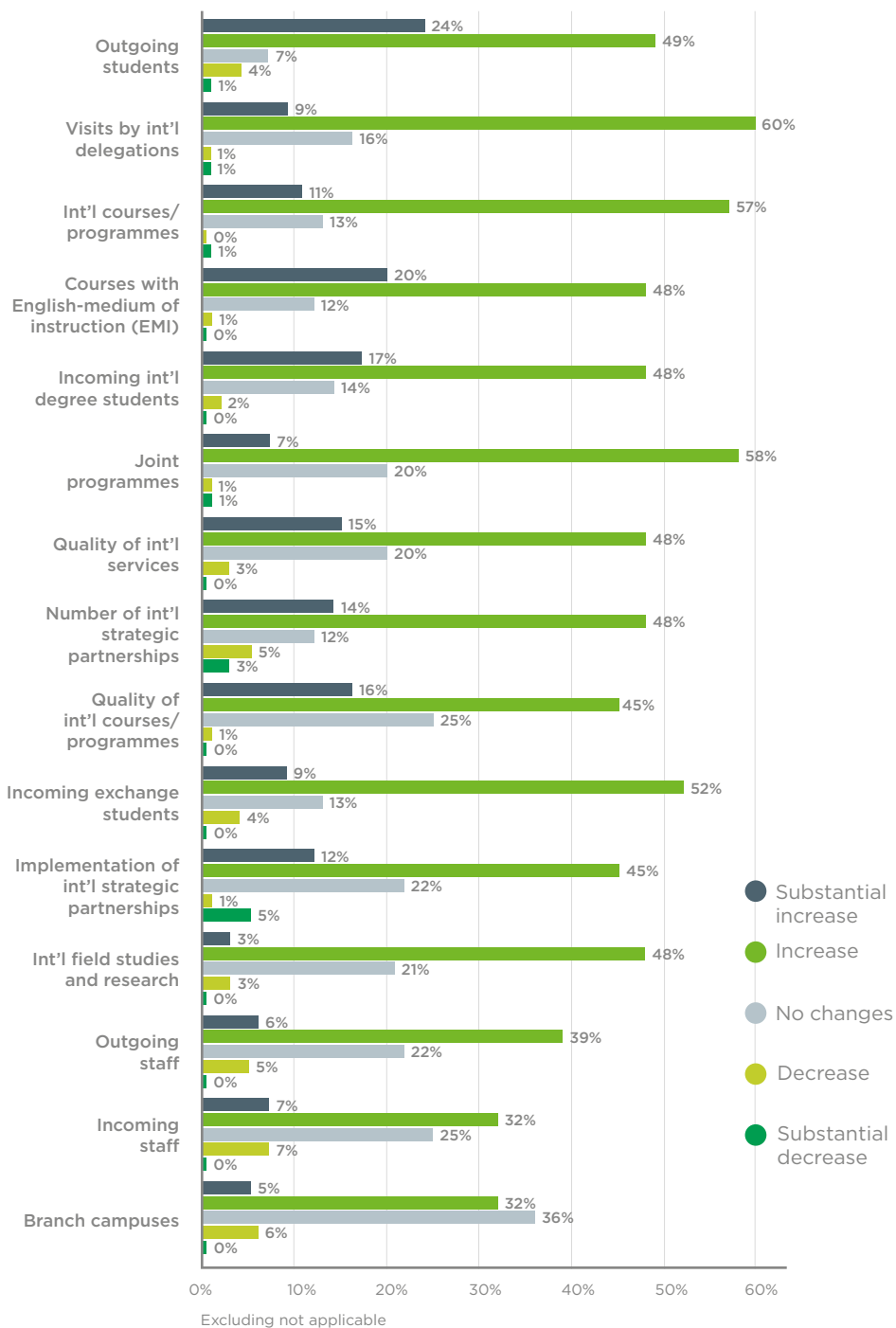
5.4 TRENDS BY INSTITUTIONAL ORGANISATION AND RESPONSIBILITIES

The observed changes and developments in internationalisation seem to differ depending on the level of distribution of responsibilities within the institution with regard to internationalisation. It appears, for instance, that when a specific board member (i.e. a relatively high level of authority within the institution) is in charge of the internationalisation strategy, internationalisation makes a lasting impression in several areas, such as: an increased number of outgoing exchange students and incoming international degree students; growing numbers of courses and programmes with an international component; and rising numbers of joint programmes (joint or double/multiple degrees).

Contrariwise, when the main responsibility for internationalisation is distributed along lower echelons of a higher education institution's hierarchy, the outcomes of internationalisation do not seem as remarkable over the three-year time period in question. In general, the least change is reported when academics hold responsibility for internationalisation. It would, therefore, be relatively safe to conclude that when a high-level authority within an institution, such as a board member, is charged with a dedicated task with regard to internationalisation, that institution is best positioned to follow through with the implementation of internationalisation.

Interesting differences in internationalisation trends appear when institutional approaches to internationalisation are compared at the level of institutions' internal organisation (Figure 5.3). Institutions with a single office dedicated to internationalisation activities, for example, more often report an increase in institutional strategic partnerships. This could result from several factors, including the fact that a distinct office responsible for overseeing strategic partnerships is also commonly reported to coordinate them successfully. It is also observed that institutions with a single office responsible for strategic partnerships are more often in the process of building up internationalisation, and that *leading* institutions are not increasing the number of partnerships but rather improving or changing existing ones. Indeed, such designated offices may have a better overview with regard to institutions' specific situations since they oversee all partnerships while at institutions with multiple offices no one has a grasp on the totality of partnerships. This finding serves as additional evidence to reinforce the general assumption that institutions with a coordination mechanism for internationalisation are more likely to achieve focused strategic partnerships with other (international) institutions.

Figure 5.3

Internationalisation trends by institutional organisation of internationalisation (N=1435)

Number of int'l strategic partnerships*

- 71%
- 65%
- 63%
- 56%

Implementation of int'l strategic partnerships*

- 65%
- 69%
- 58%
- 51%

Outgoing staff*

- 56%
- 49%
- 36%
- 40%

Joint programmes*

- 50%
- 56%
- 51%
- 35%

Quality of int'l courses/programmes*

- 63%
- 74%
- 58%
- 62%

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

● Single international office

● Multiple offices with coordination

● Multiple offices working independently

● Decentralised to faculty/department
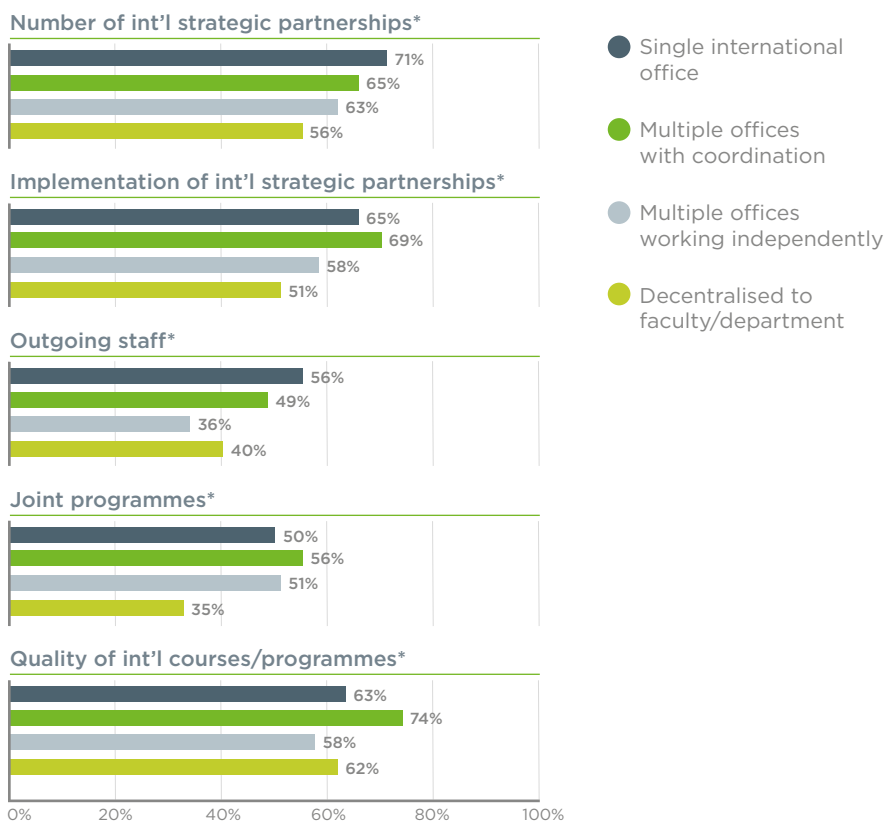
*Statistically significant differences by p<0.05

With regard to the practical implementation of international strategic partnerships, decentralised offices may also play a prominent role. Reportedly, this seems to be the case as institutions with multiple offices with an established co-ordination mechanism dedicated to the implementation of strategic partnerships report the highest increase in this domain (69%). Institutions with this type of organisation likewise more often report a comparative increase in the attention paid to the quality of international courses (74%) and joint programmes (56%).

Overall, with regard to internal responsibility and structures for internationalisation, it appears that the best results are seen where responsibility for the internationalisation strategy rests in the hands of a relatively high level of authority within the institution and where internationalisation is organised in the form of

decentralised offices with a coordination mechanism. In the case of decentralisation, activities such as attention to the quality of international services, quality of international courses/programmes, joint programmes, courses with an international component and implementation of strategic partnership agreements show notably high increases, whereas a single international office outperforms the other organisational forms in terms of outgoing students, incoming and outgoing staff and the number of international strategic partnerships.

Trends by monitoring and evaluation

That the extent to which trends and developments are monitored appears to be related to the types of trends observed. When monitoring and evaluation take place regularly at the national or institutional level, attention for the quality of services for students as well as for the quality of international courses rises. Increases in the number of incoming exchange students are also reported.

Where no regular monitoring and evaluation of developments in internationalisation are reported, all aspects seem to make slower progress and may even regress. Although it is difficult to draw definitive conclusions on these results, it appears, nevertheless, that when institutional or national monitoring and evaluation form an integral part of internationalisation efforts, institutions experience positive results and an increase in a number of internationalisation aspects, regardless of whether this is part of the institutional strategy or an external imperative.

5.5 TRENDS BY MAIN SOURCE OF INSTITUTIONAL FUNDING

An institution's source of funding has an impact on a wide variety of areas, including types of change in internationalisation. HEI respondents' perceptions about the most important internationalisation trends seem to differ according to the type of funding higher education institutions receive (Figure 5.4). Privately funded institutions, for example, view strategic partnerships with foreign institutions as an important trend considerably more often than publicly funded institutions. Additionally, although only one out of five HEI respondents from privately funded institutions report that branch campuses are a trend, among HEI respondents from publicly funded institutions the ratio is even lower: one out of ten. A greater increase is also reported among privately funded institutions in the quality of services for international students and courses with an international component. The latter trends are in line with the greater importance privately funded higher education institutions attach to attracting international students.

Figure 5.4

Internationalisation trends by institutional funding source (N=1423)

International strategic partnerships*
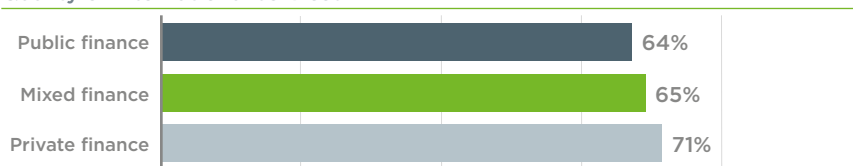
Public finance	61%
Mixed finance	69%
Private finance	85%

Quality of international services*

Public finance	64%
Mixed finance	65%
Private finance	71%

Branch campuses*

Public finance	10%
Mixed finance	15%
Private finance	22%

International courses/programmes*

Public finance	63%
Mixed finance	68%
Private finance	73%

Visits by international delegations*

Public finance	62%
Mixed finance	52%
Private finance	70%

0%   20%   40%   60%   80%   100%
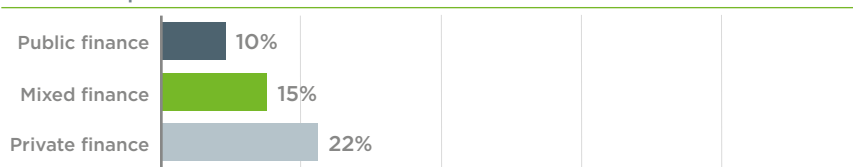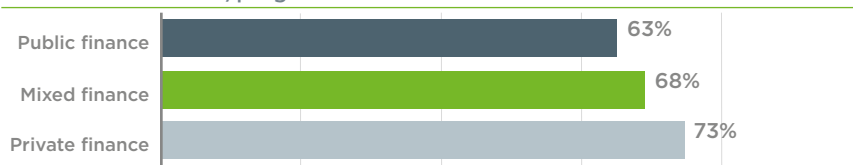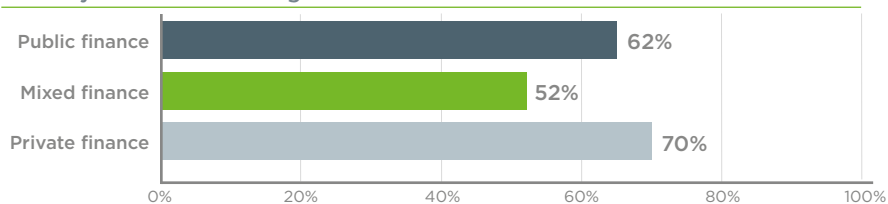
*Statistically significant differences by $p<0.05$

5.6 TRENDS BY PRESENCE OF INTERNATIONALISATION STRATEGIES

HEI respondents report that the form of strategic attention paid to internationalisation appears to correlate with the type and extent of changes in internationalisation. If the existence of a separate institutional strategy for internationalisation represents a measure of the importance an institution attaches to internationalisation, the data in Figure 5.5 confirms that this type of strategic attention is positively connected to increasing trends in internationalisation.

The disparities of developments between institutions that have a strategy for internationalisation and those that have no elaborated strategy and/or are still in the process of developing one is marked by 10 to 15 percentage points. Unsurprisingly, differences in trends between institutions with a separate internationalisation strategy and those that have integrated internationalisation in the priority areas in their overall institutional strategy appear small; however somewhat larger increases are reported among institutions with a separate strategy for internationalisation. Meanwhile, institutions with no strategy or those that are still working to develop one report less progress in recent years on the internationalisation aspects displayed in Figure 5.5.

Joint programmes and strategic partnerships appear to correlate strongly with the existence of a strategic plan for internationalisation, either separate or integrated within institutions' strategies. Indeed, such aspects require more coordination and involve greater risks than other activities. Similarly, responses clearly indicate that strategic attention to internationalisation is also positively related to an increase in incoming international staff and delegation visits from foreign institutions.

5.7 TRENDS BY LEVEL OF INTERNATIONALISATION

The level of internationalisation and the types of internationalisation activities seem clearly connected. Although this may be interpreted as a semantic conclusion (i.e., more internationalisation activities equals more likely to take a leading position), it is nevertheless interesting to observe which internationalisation trends explicitly appear among leading institutions. Indeed, a quick overview of the most distinguished trends amongst institutions perceived as *leading* shows the importance assigned to aspects such as incoming staff mobility, incoming international degree and exchange students and courses with English as the medium of instruction (Figure 5.6).

Figure 5.5

Internationalisation trends by presence of an internationalisation strategy (N=1427)

Visits by international delegations*

- The institution has a separate inter-nationalisation plan: 62%
- Internationalisation is a priority area in the overall strategy: 55%
- No internationalisation strategy/strategy in development: 43%

Joint programmes*

- 56%
- 49%
- 33%

Number of international strategic partnerships*

- 69%
- 67%
- 54%

Implementation of international strategic partnerships*

- 68%
- 63%
- 50%

Incoming staff*

- 46%
- 45%
- 31%

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

● The institution has a separate inter-nationalisation plan

● Internationalisation is a priority area in the overall strategy

● No internationalisation strategy/strategy in development

*Statistically significant differences by p<0.05

Figure 5.6

Trends in internationalisation by level of internationalisation (N=1432)

Incoming staff*
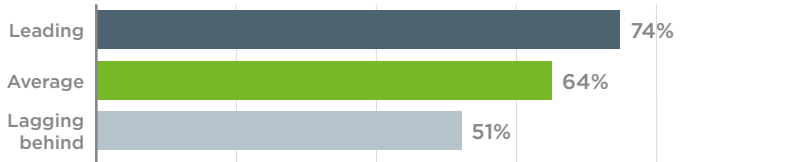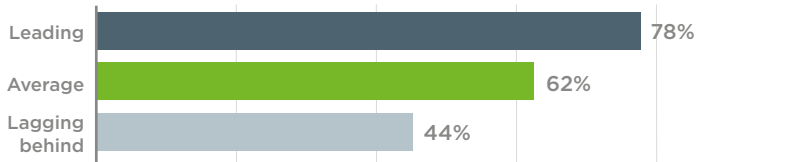
Leading	74%
Average	64%
Lagging behind	51%

Incoming international degree students*

Leading	78%
Average	62%
Lagging behind	44%

Visits by international delegations*

Leading	64%
Average	56%
Lagging behind	41%

Courses with English as the medium of instruction (EMI)*

Leading	73%
Average	62%
Lagging behind	45%

Incoming exchange students*

Leading	79%
Average	68%
Lagging behind	50%

0%   20%   40%   60%   80%   100%
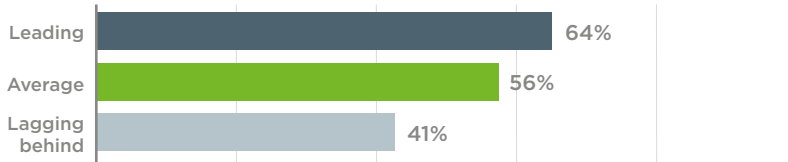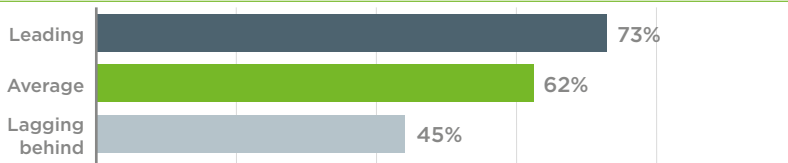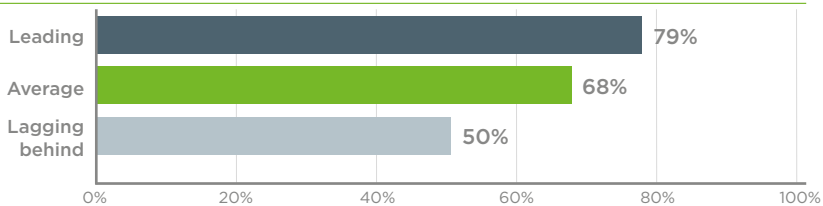
*Statistically significant differences by p<0.05

5.8 KEY FINDINGS

- The most notable trends in internationalisation are characterised by growing activity in international strategic partnerships, including their formal implementation.

- Developments in recent years also appear to have been marked by notable intensification in the enhancement of the quality of services offered to international students as well as by the improvement of the quality of international courses and programmes; incoming and outgoing exchange students and incoming international degree students.

- Modest developments are observed with regard to the extension of branch campuses: less than 1% of HEI respondents indicate a substantial increase in this activity.

- Trends in internationalisation differ across EHEA countries: while strategic partnerships with foreign institutions are regarded overall as the internationalisation activity that has increased the most on average throughout the EHEA, in nine countries this aspect is marked as the primary area of change.

- Strategic attention to internationalisation appears to correlate with the type and extent of changes in internationalisation and to positively relate to progress on various aspects.

- Institutions with distinct strategies for internationalisation or with internationalisation as a priority area in their overall strategies are more likely to see progress on joint programmes, strategic partnerships and incoming staff mobility.

- Institutions with no established internationalisation strategy or where an internationalisation strategy is still under development are more likely to see significantly less progress in various aspects of internationalisation.

- Trends in internationalisation depend significantly on the type of institutional funding, e.g. privately funded institutions appear to engage in international strategic partnerships more often than publicly funded institutions.

- Overall, with regard to internal responsibility and structures for internationalisation, it appears that the best results are seen where responsibility for the internationalisation strategy rests in the hands of a relatively high level of authority within the institution and where internationalisation is organised in the form of multiple offices with a coordination mechanism.

- The level of internationalisation and the types of internationalisation activities embraced by institutions seem clearly connected. Among institutions perceived as leading in internationalisation, some of the most

distinguished trends are reported in incoming staff mobility, incoming international degree students and courses with English as the medium of instruction.

- Where internationalisation is not regularly monitored and evaluated, all aspects of internationalisation seem to make slower progress and may even regress.

6

SHAPING INTERNATIONALISATION POLICIES

6.1 OVERVIEW

This chapter describes the fashion in which internationalisation policies at higher education institutions are usually shaped and the extents to which such policies are typically monitored and evaluated. Particular attention is paid to the roles of regional, national and supranational bodies and organisations in shaping higher education institutions' internationalisation policies and the frequency at which they monitor and evaluate higher education institutions' internationalisation policies. Finally, attention is also given to higher education institutions' efforts in fashioning their own internationalisation policies.

6.2 THE INFLUENCE OF DIFFERENT POLICY LEVELS

More than half of the HEI respondents (54%) maintain that the internationalisation policy of their respective higher education institution is strongly influenced by internal institutional efforts (Figure 6.1). At the same time, many HEI respondents also indicate that their their institutional internationalisation policies are strongly influenced by governmental organisations and/or bodies at the national level (41%) as well as by supranational organisations and/or bodies at EU level (38%) – meanwhile the EAIE Barometer 2014 survey was conducted before the launch of Erasmus+, so it cannot account for the effects of that programme. In general, however, it appears that regional-level organisations and/or bodies do not usually play a primary role in shaping institutional internationalisation policies.

Based on the concern that respondents who work at higher education institutions may overestimate the autonomy and efforts of their institutions in shaping their internationalisation policies, the question was also posed to higher education specialists who do not work in higher education institutions, i.e. to the pool of non-HEI respondents.

Figure 6.2 shows that non-HEI respondents perceive the influence of regional, national and EU supranational levels on institutions' internationalisation policies as generally lower than indicated by the answers furnished by HEI respondents. This indicates an external perception that institutions have a relatively high degree of autonomy in determining their internationalisation policies; however, under the circumstances it is difficult to draw decisive conclusions.

Figure 6.1

Perceived influence of policy levels on institutional internationalisation policy
(HEI respondents; N=1476)
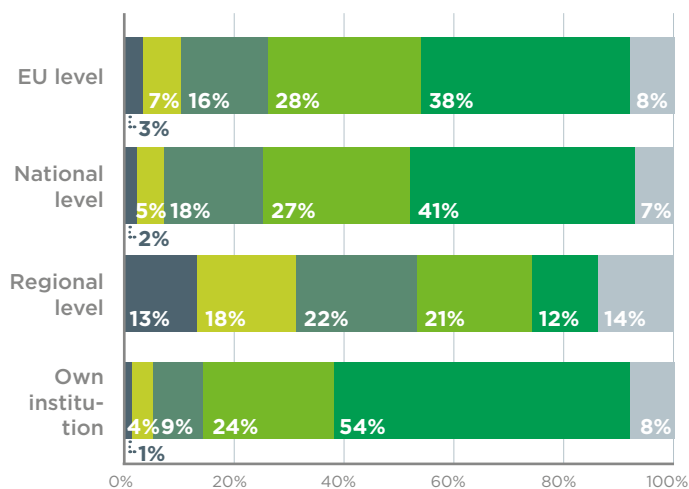
Figure 6.2

Perceived influence of policy levels on institutional internationalisation policy
(non-HEI respondents; N=236)
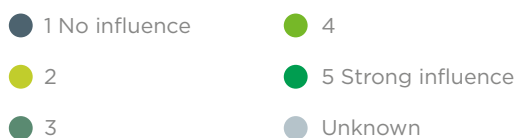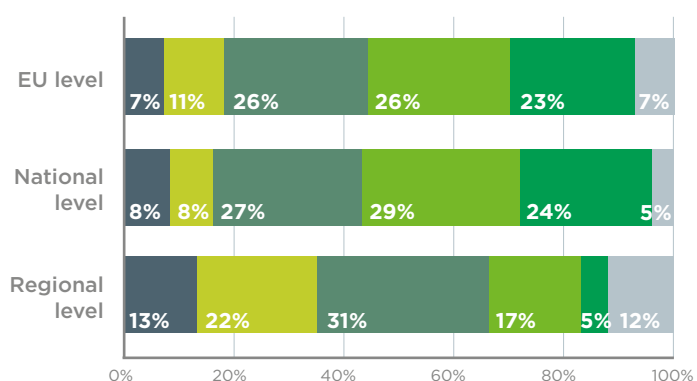
Differences by level of internationalisation

For a better understanding of the influence exercised by the various policy levels with regard to institutional internationalisation policies, the correlation with the status of the respective institutions on internationalisation (*leading*, *average* or *lagging behind*) was examined more closely. Particular attention was paid to the two most meaningful policy levels according to suggestions furnished by the respondents: the national and the institutional levels. No meaningful correlations were discerned between institutional policies and the EU supranational or regional levels.

Figure 6.3 indicates that higher education institutions identified as *leading*, *average* or *lagging behind* in internationalisation perceive about the same level of influence exercised by the national level on institutional internationalisation policies: 30% of the respondents perceive their institutions as *leading* in internationalisation consider the national influence to be strong. Roughly the same percentage is observed amongst institutions perceived as *average* or *lagging behind* in internationalisation.

Interestingly, disparities appear much larger when the influence of institutions' own efforts toward internationalisation are considered. In fact, 61% of the HEI respondents who work at higher education institutions perceived as *leading* in internationalisation claim that they experience strong influence on internationalisation from within their own institutions. Remarkably, this percentage drops to only 5% in the answers from HEI respondents who work at higher education institutions perceived as *lagging behind* in internationalisation. In general, it could be said that being a leader in internationalisation is about being proactive, influencing systems and choosing from among the best options available among national and international opportunities.

Seemingly, higher education institutions that perceive themselves as forerunners in internationalisation may have strong internal steering mechanisms that convey to the employees who responded to the survey the impression that the institutional level plays the most important role and exercises the strongest influence on their institutional internationalisation activities.

Figure 6.3

Perceived influence of national and institutional policy levels by level of interna-tionalisation (N=1467)*

National level

Leading
- 1 No influence: 2%
- 2: 6%
- 3: 21%
- 4: 33%
- 5 Strong influence: 30%

Average
- 1 No influence: 1%
- 2: 5%
- 3: 17%
- 4: 28%
- 5 Strong influence: 42%

Lagging behind
- 1 No influence: 2%
- 2: 6%
- 3: 21%
- 4: 33%
- 5 Strong influence: 30%

Own institution

Leading
- 1 No influence: 1%
- 2: 1%
- 3: 5%
- 4: 24%
- 5 Strong influence: 61%

Average
- 1 No influence: 2%
- 2: 2%
- 3: 12%
- 4: 30%
- 5 Strong influence: 46%

Lagging behind
- 1 No influence: 39%
- 2: 22%
- 3: 16%
- 4: 11%
- 5 Strong influence: 5%
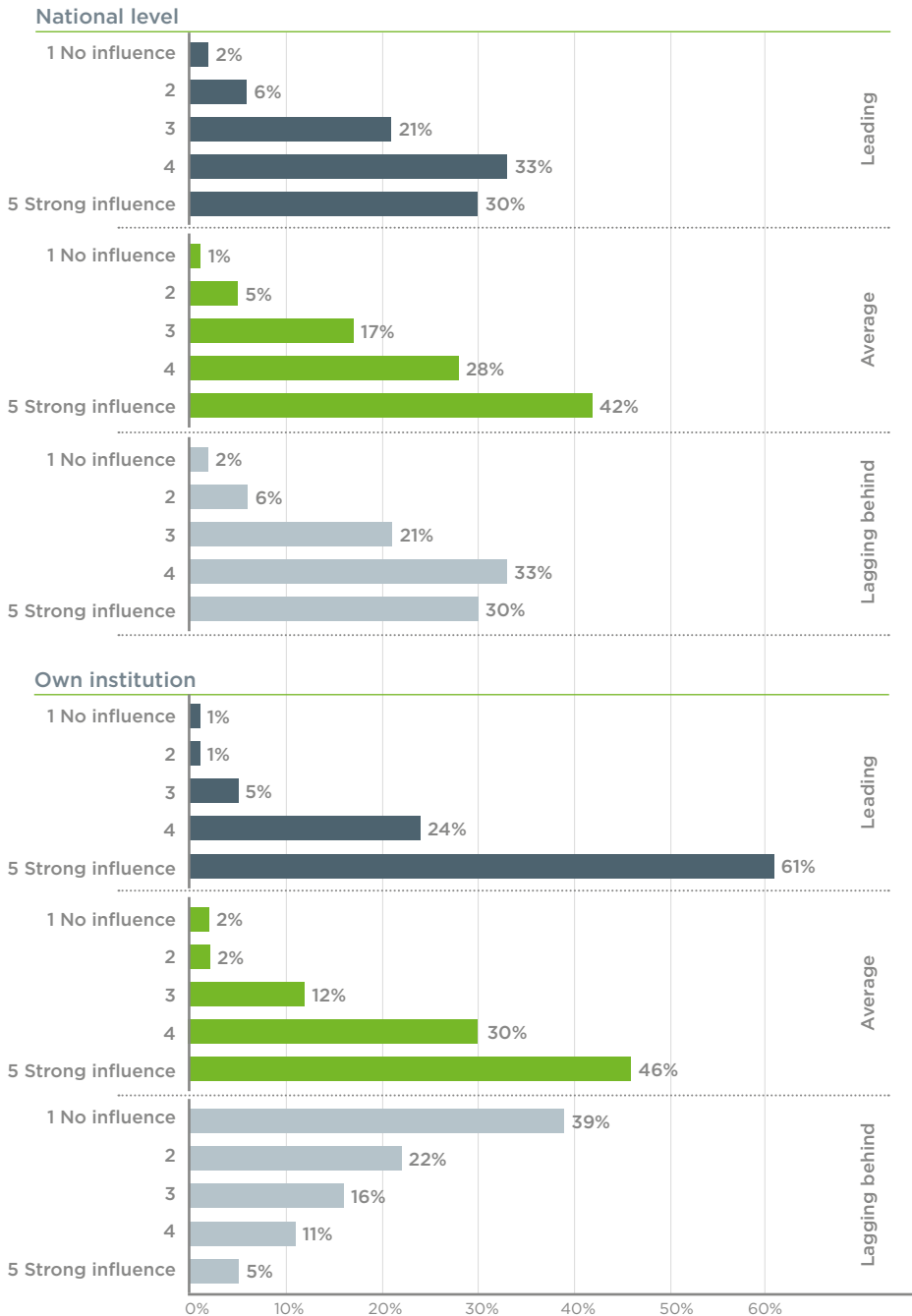
*Differences are statistically significant (p<0.05)

Information from respondents to the EAIE Barometer 2014 with respect to the influence of EU supranational policies on institutional internationalisation can also be regarded in relation to findings from the EUA survey conducted in 2013, for which respondents were either institutional leaders or staff from international offices. Respondents to the EUA survey reported that EU measures are particularly effective in providing funding for student and staff mobility and in strengthening joint initiatives among universities with partners in and outside of Europe (EUA, 2013, Figure 9).

Furthermore, although there is no direct EU treaty for higher education, the Lisbon Strategy for jobs and growth and the Open Method of Coordination, an instrument of the Lisbon Strategy, significantly influence the higher education sector in Europe. In addition, EU funding programmes such as the Framework Programme 7, Horizon 2020, Erasmus+ and its predecessor the Lifelong Learning Programme directly influence research areas and internationalisation agendas with the infusion of major capital to selected recipients.

Reaching far beyond EU member countries, the Bologna Process has evolved as the most important intergovernmental reform process higher education has ever experienced. Preliminary to the EHEA, the Bologna Process was indeed the major driving force for the restructuring of degrees, establishing a common credit transfer system and enhancing transparency of qualifications and degrees, all of which have created a solid basis for internationalisation to flourish. Specifically, the development of a coordination and monitoring mechanism has put pressure on countries to take action: for each Bologna ministerial conference, national reports, stocktaking reports and scorecards have been submitted. These tools have enabled international benchmarking, comparisons and the introduction of "name and shame" mechanisms resulting in imitation and socialisation (Sin & Saunders, 2014). The European Commission has actively associated with the Bologna reforms and successfully appropriated them as EU-level issues, thereby putting EU perspectives firmly at the heart of higher education policy debates in the EU and the larger European space.

Differences in policy influence cross–nationally

Respondents' observations with regard to the influence national policies exercise on higher education institutions' internationalisation policies seem to differ from country to country (Figure 0.7 in Annex A). Overall, supranational EU-level policies on internationalisation are perceived as equally influential as internationalisation policies elaborated at the national level (66% versus 68%). Remarkably, in several countries, supranational EU-level policies on internationalisation are perceived as more influential than internationalisation policies elaborated at the national level. Notably, this is mainly the case for Austria (75% EU versus 50% national), Belgium (Flemish and French), Bulgaria, Cyprus, Portugal, Slovenia and Spain (more than 10 percentage points difference). Still, in all but six countries (Albania, Denmark, Ireland, Russian Federation, Switzerland and the United Kingdom) – half of which are not EU Member states – the majority of respondents perceived (strong) influence of the EU on their institutional internationalisation policy.

A cross-analysis of the influence of EU-level policies and national policies reveals a strong correlation between the two: strong EU-level influence correlates with strong influence at the national level. This indicates that overall EU-level policies do not compensate for weaker national policies; individual countries may of course be the exception to this rule.

As could be expected, in a number of countries, internationalisation policies elaborated at the national level appear more dominant than those developed at the supranational level. This appears to hold true for Denmark, Estonia, Finland, Hungary, Ireland, Norway, the Russian Federation, Sweden, Switzerland, Ukraine and the United Kingdom.

In other countries, however, the influence of both the national and supranational EU policy levels on institutional internationalisation policy seem to be perceived as relatively equal. This phenomenon is notably observed in answers of respondents from Croatia, France, Germany, Georgia, Greece, Italy, Latvia, Lithuania, the Netherlands, Poland and Romania.

On average, internationalisation policies elaborated at the regional level appear to exercise a strong influence in 33% of the institutions observed. Respondents from Belgium (Flemish), Cyprus, Italy, Lithuania, Poland, Spain, Switzerland and Turkey gave the highest scores for this category. Hence, in the latter countries, it appears that certain regions exercise a marked authority with regard to internationalisation policies, due perhaps to specific domestic developments.

6.3 MONITORING AND EVALUATING DEVELOPMENTS

Monitoring and evaluation developments play an important role in the policy cycle for internationalisation. Usually, monitoring and evaluation of internationalisation takes place at the institutional level (64%); however, monitoring and evaluation activities organised and exercised at the national level also appear very important. In fact, half of the HEI respondents indicate that monitoring and evaluation activities are organised at the national level. Eight per cent of the HEI respondents indicate that there are no monitoring and evaluation activities for internationalisation, whereas 13% are unaware whether such activities are taking place at their institution (Figure 6.4).

Figure 6.4

Regular monitoring and evaluation of developments in internationalisation (multiple answers possible) (HEI respondents; N=1476)
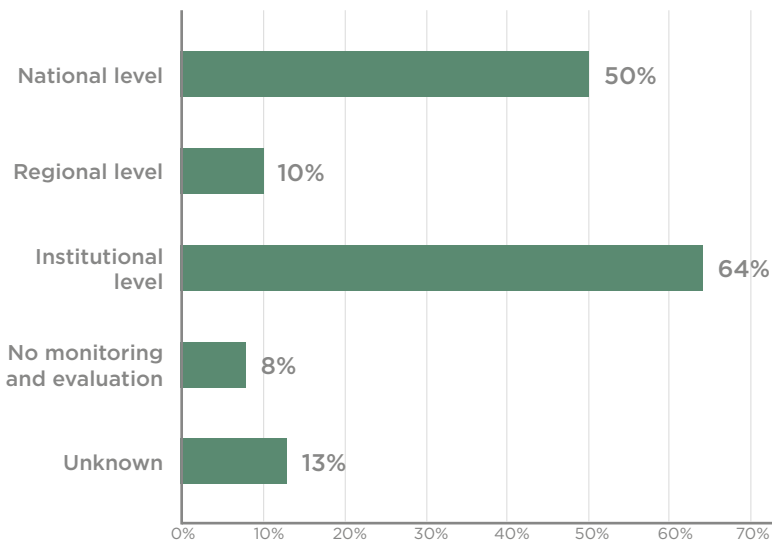
Non-HEI respondents are likely less aware of the self-monitoring and self-evaluation activities higher education institutions conduct internally. Indeed, non-HEI respondents seem to regard the monitoring and evaluation activities organised at the national level as more active than at the institutional level. Additionally, a larger percentage of non-HEI respondents indicate that no monitoring activities are conducted at any level (15%) or that they are unaware of any regular evaluation activities that may be in place for internationalisation (18%) (Figure 6.5).

Figure 6.5

Regular monitoring and evaluation of developments in internationalisation (multiple answers possible) (non-HEI respondents; N=236)
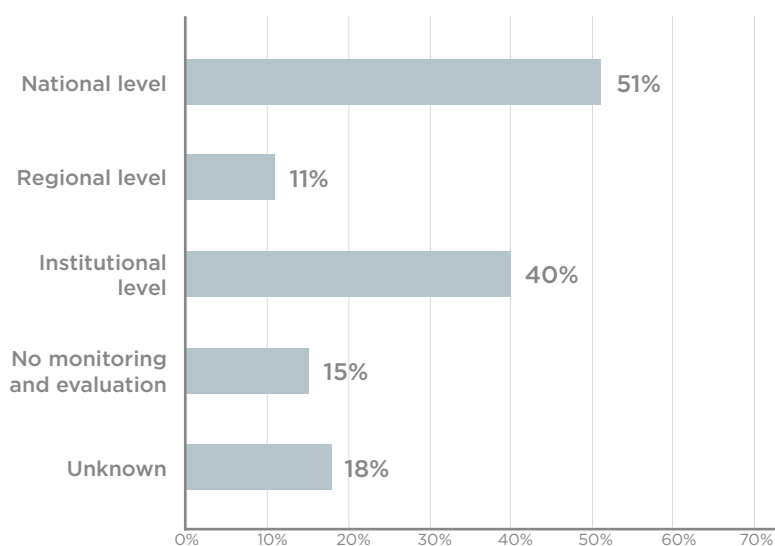
Differences by level of internationalisation

HEI respondents from institutions perceived as leading in internationalisation maintain more often than other institutions that they monitor and evaluate internationalisation developments (68%). This feedback percentage contrasts with the answers furnished for those institutions perceived to have an *average* position in internationalisation, for which 59% of HEI respondents declare regular internal monitoring and evaluation, and with those institutions perceived as *lagging behind* in the field, for which 45% of HEI respondents report regular internal monitoring and evaluation. A similar tendency albeit with less marked differences can be observed when it comes to external national level monitoring and evaluation of internationalisation.

Interestingly, only 5% of the HEI respondents maintain that institutions perceived as *leading* in internationalisation do not conduct monitoring or evaluating activities for internationalisation. In contrast, 19% of the answers furnished with regard to those higher education institutions perceived as *lagging behind* in internationalisation indicate that no monitoring or evaluation of internationalisation is conducted (Figure 6.6).

Figure 6.6

Regular monitoring and evaluation by level of internationalisation (N=1467)

National level

Leading	56%
Average	52%
Lagging behind	42%

Regional level

Leading	10%
Average	11%
Lagging behind	7%

Institutional level

Leading	68%
Average	59%
Lagging behind	45%

No monitoring and evaluation

Leading	5%
Average	9%
Lagging behind	19%

0%   20%   40%   60%   80%   100%
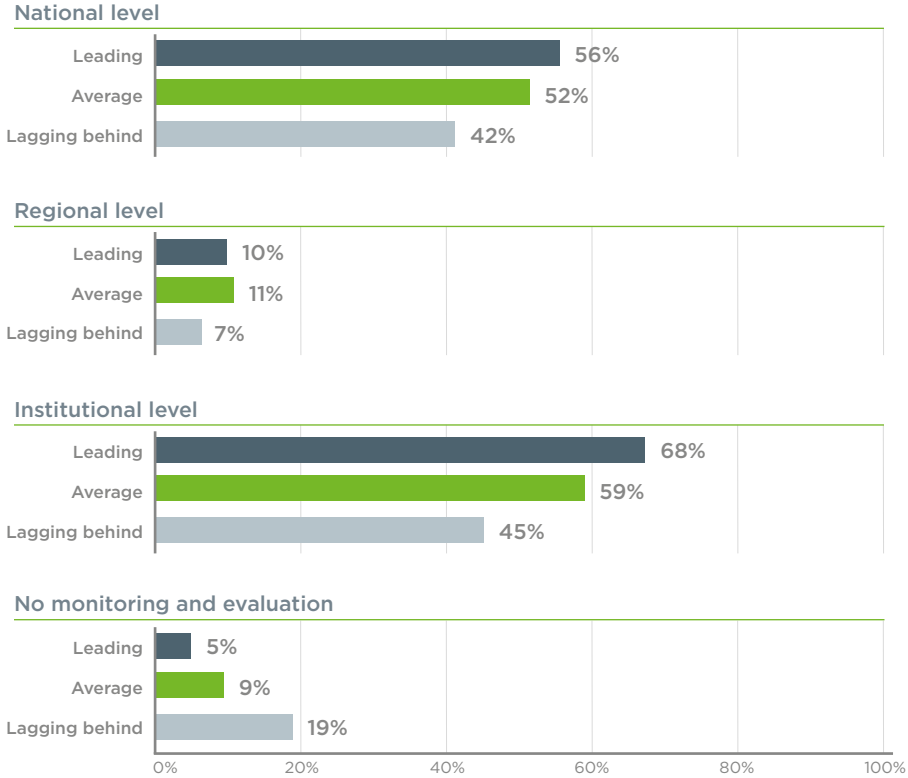
Differences by presence of internationalisation strategies

In general, monitoring and evaluation of internationalisation is positively con-
nected with the strategic attention paid by institutions to internationalisation. In
reviewing the highest levels of occurrence of monitoring and evaluation activ-
ities, i.e. at the national and institutional levels, a positive correlation with the
presence of an internationalisation strategy may be detected at both levels. This
fact seems to hold true for institutions that have elaborated a separate strategy
for internationalisation and those that have integrated internationalisation into
their overall strategic plans (Figure 6.7).

Furthermore, according to answers furnished by HEI respondents, it appears that about two-thirds of the higher education institutions with a well-defined internationalisation strategy monitor and evaluate internationalisation at the institutional level on a regular basis. In contrast, monitoring and evaluation of internationalisation activities appears significantly less frequently (35%) at institutions with no internationalisation strategy or where an internationalisation strategy is still under development.

Figure 6.7

Regular monitoring and evaluation of developments in internationalisation by presence of internationalisation strategy (N=1467)

National level*

- The institution has a separate internationalisation plan
- Internationalisation is one of the priority areas
- No internationalisation strategy or strategy under development
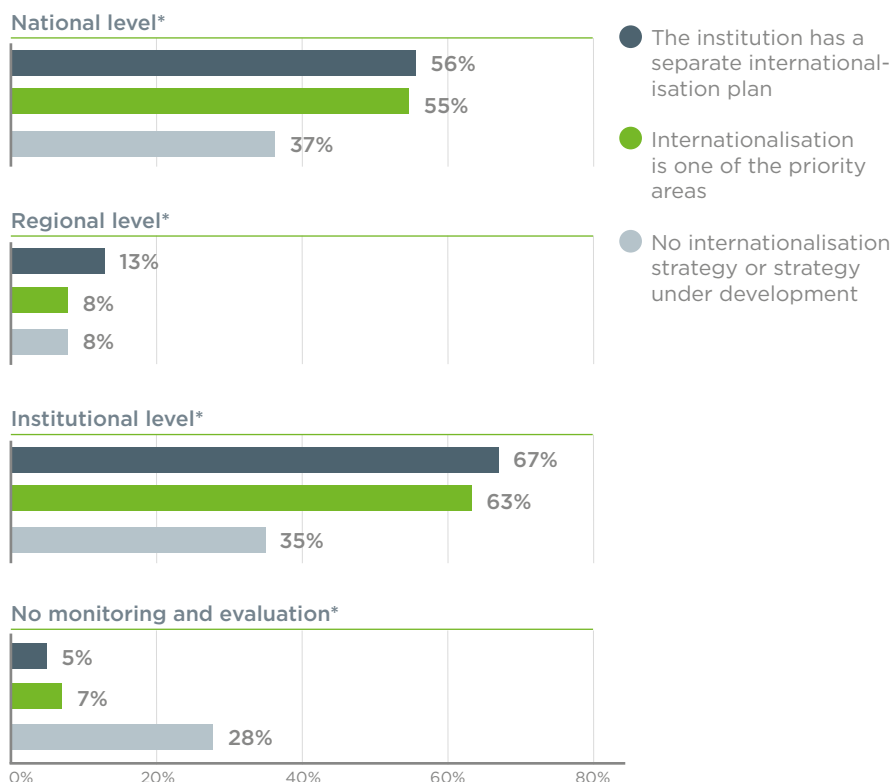
*Differences are statistically significant (p<0.05)

Cross–national differences

Last but not least, cross-national differences also appear with regard to monitoring and evaluation activities for internationalisation (see Figure 0.8 through Figure 0.11 in Annex A). Monitoring and evaluation exercised at the national level seems notably strong in Denmark, Estonia, Finland, France, Norway and the Russian Federation.

Monitoring and evaluation activities for internationalisation seem particularly prevalent at the regional level in Albania, Bulgaria, Denmark, Italy and Romania. At the institutional level, such activities are apparently omnipresent throughout higher education institutions in the EHEA, although in Germany, Norway and Spain they seem to occur slightly less frequently, with less than half the respondents indicating this being the case.

Very few respondents throughout the EHEA report an absence of monitoring and evaluation activities for internationalisation. Remarkable exceptions seem to exist in Spain (according to 25% of HEI respondents), Switzerland (according to 22% of HEI respondents) and Germany (according to 18% of HEI respondents), in interesting contrast to the initiative established by the German Rectors' Conference: HRK-Audit "Internationalisation of Universities".[1]

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1   See: http://www.hrk.de/hrk-international/audit-internationalisation/

6.4 KEY FINDINGS

- It appears that in most cases, institutional internationalisation policies are primarily influenced by internal actors within higher education institutions.

- Institutional internationalisation policies are strongly influenced by organisations and/or bodies at the national and the EU level.

- Higher education institutions viewed as *leading* in internationalisation maintain that it is their own institutional efforts, rather than external national or EU policies, that have a strong influence on their institutional policies; this applies to a less marked extent to the *average* higher education institutions.

- In contrast, higher education institutions perceived as *lagging behind* in internationalisation seem to connect influence over institutional internationalisation policies less often with their own institutional efforts.

- Higher education institutions perceived as *leading* in internationalisation seem to monitor and evaluate their developments in internationalisation more often than other institutions.

- Perceptions of the influence national policies exert on higher education institutions' internationalisation policies differ from country to country.

- In several countries, EU policies are perceived as more influential than national policies, notably in Austria, Belgium (Flemish and French), Bulgaria, Cyprus, Portugal, Slovenia and Spain.

- Internationalisation monitoring and evaluation practices are positively connected with the degree of strategic attention paid by institutions to internationalisation; institutions that have elaborated separate strategies for internationalisation and those that have integrated internationalisation in their overall strategies appear to more often monitor internationalisation regularly.

- Institutions perceived as *leading* in internationalisation monitor and evaluate internationalisation developments more often than institutions regarded as *average* or *lagging behind* in internationalisation.

- Monitoring and evaluation practices are conducted differently and at different frequencies across countries: while monitoring and evaluation exercised at the national level seems strong in a number of countries, in others monitoring and evaluation activities for internationalisation seem particularly prevalent at the regional level.

7

SKILLS AND KNOWLEDGE OF INTERNATIONALISATION STAFF

7.1 OVERVIEW

Internationalisation is shaped by the daily work of all actors involved. This chapter contemplates the challenges higher education institutions' internationalisation staff confront in the course of their daily work. Furthermore, insufficiencies internationalisation staff identify with regard to the skills and knowledge needs they have in order to adequately fulfil tasks for internationalisation activities are examined. Finally, a comparison is offered between the insufficiencies of higher education institutions' internationalisation staff versus the universal skills and knowledge needs required for internationalisation.

7.2 MAIN CHALLENGES

When considering the strategic importance of internationalisation for most higher education institutions, the question arises as to what institutions' ambitions in the field fundamentally mean for staff working on internationalisation. In the attempt to address this question through the EAIE Barometer 2014, HEI respondents were asked to identify up to five of the main challenges they are confronted with in their daily work.

Figure 7.1 offers an overview of the top 10 internationalisation challenges faced by staff at higher education institutions as identified by HEI respondents. In fact, a cursory glance at Figure 7.1 clearly reveals that higher education staff are indeed involved in a wide variety of daily activities in internationalisation.

Cross-national differences

In general, however, across EHEA countries, three main challenges come to the fore with respect to staff working on internationalisation, notably: improving international strategic partnerships (40%), increasing outgoing student mobility (37%) and implementing the institutional internationalisation strategy (35%).

In the course of daily work, the challenges staff face with regard to internationalisation differ from country to country. Although these differences seem relatively small, in most countries they usually comprise all top three challenges displayed in Figure 7.1.

Nevertheless, a few marked differences do appear cross-nationally (Figure 0.12, Annex A). In Bulgaria and Turkey, for instance, the aspect of student mobility procedures and regulations is perceived as the key challenge. In Ukraine, increasing incoming staff mobility is cited as the number one challenge. In Sweden, ensuring teaching capacity for international education appears to be key to furthering the internationalisation agenda.

Figure 7.1

Main challenges in daily work for internationalisation staff (multiple answers possible) (N=1771)
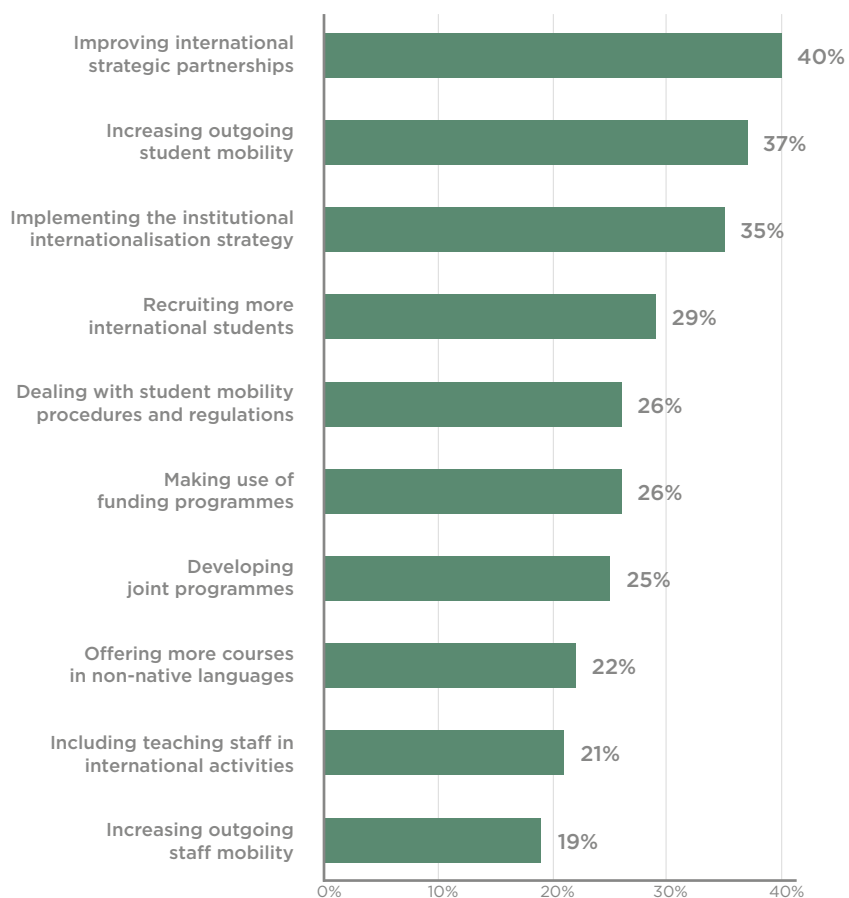
Interestingly, strategies to raise the number of international students seem to be a core subject in Ireland, Latvia, Lithuania, Poland, Romania and the Russian Federation. Estonia and Italy could also easily be included in this list of countries. These observations tend to lead to the conclusion that recruitment of more international students is one of the most important challenges faced by staff working on internationalisation at higher education institutions in Eastern Europe.

Differences by institutional size and international student numbers

The challenges that higher education staff who work on internationalisation are confronted with seem to depend to a certain degree on the size of the higher education institution. Staff working at smaller institutions (fewer than 5000 students), for example, are more often solicited to focus on recruiting more international students. Staff working at medium-sized (5000–20 000 students) and at large (more than 20 000 students) higher education institutions seem to be more often challenged in their daily work by aspects such as the implementation of the internationalisation strategy of the institution and ensuring managerial support for internationalisation.

These differences tend to be more pronounced when higher education institutions are distinguished on the basis of the number of international students. Staff at institutions with large international student numbers struggle with the implementation of the internationalisation strategy, improving international strategic partnerships and measuring the impacts of internationalisation, while their colleagues at institutions with small international student numbers are primarily challenged by aspects such as increasing outgoing student mobility, increasing staff mobility and involving teaching staff in international activities.

7.3 STAFF PROFICIENCY

For clarity, definitions of the terms *skills* and *knowledge* may be helpful for a common understanding of the issues explored here. While the OECD uses a general concept of *skills* as they refer to productive assets of the workforce that are acquired through learning activities, for the EAIE Barometer 2014, the definition from the German *berufsbildung* (vocational education) is more appropriate: The focus is on "the ability to apply theoretical knowledge in a practical context, where theoretical knowledge encompasses not just technical subjects but mathematics, work planning, autonomous working, problem solving and critical thinking" (Toner, 2011, p. 13).

In the context of the EAIE Barometer 2014, *knowledge* is regarded in terms of the labour market, that is: "forms of knowledge are understood in general terms as operational, computational or strategic. Technological, mathematical and computer-based forms of knowledge are favoured, as well as forms of knowledge that facilitate accounting, planning and management" (Barnett, 1994, p. 13).

Generally, higher education staff working in internationalisation seem satisfied with their skills and knowledge levels with respect to their tasks and responsibilities in internationalisation. On a scale of one to 10, HEI respondents rate

themselves with an average grade of 7.5. The grade tends to be slightly lower (7.2) when HEI respondents are asked to grade the team members they work with, thereby indicating room for improvement.

Differences by presence of internationalisation strategies

Proficiency of internationalisation staff, defined by HEI respondents as the possession of the adequate skills and knowledge internationalisation requires, seems to correlate with the profile and ambitions of higher education institutions in internationalisation (Figure 7.2). Staff working at institutions with no developed internationalisation strategy or with a strategy under development assess their skills and knowledge more often as insufficient compared to staff working at institutions with a clear internationalisation strategy, whether separate or integrated in the overall institutional strategy.

Figure 7.2

Staff proficiency in internationalisation by presence of internationalisation strategy (N=1539)*
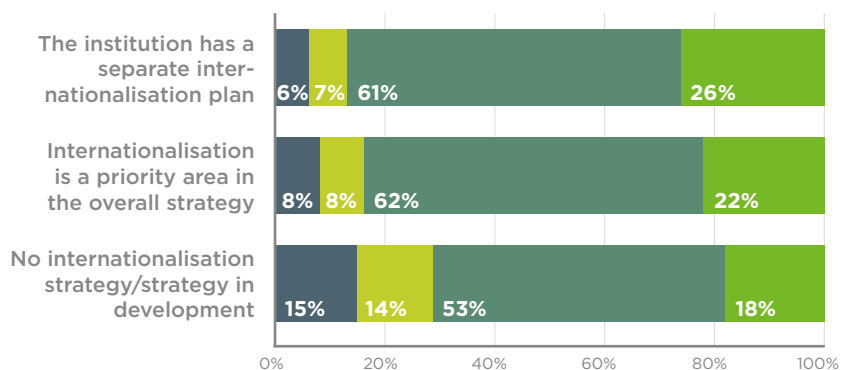
* These differences are statistically significant (p<0.05)

Insufficient   Sufficient   Good   Excellent

A large majority of staff working for higher education institutions with an elaborated, separate strategy for internationalisation or for institutions that have included internationalisation as one of the priority areas assess their own skills and knowledge as good or even excellent. Yet, when HEI respondents were asked to assess the proficiency of colleagues in their work teams, their answers tend to suggest that they perceive their colleagues are relatively less proficient in their work. This phenomenon is observed equally frequently at higher education institutions with or without a strategic plan for internationalisation (Figure 7.3).

Figure 7.3

Staff proficiency in internationalisation of team by presence of internationalisation strategy (N=1539)*

Differences are statistically significant (p<0.05)

The institution has a separate internationalisation plan: 9% Insufficient, 10% Sufficient, 58% Good, 23% Excellent

Internationalisation is a priority area in the overall strategy: 16% Insufficient, 13% Sufficient, 55% Good, 17% Excellent

No internationalisation strategy/strategy in development: 30% Insufficient, 17% Sufficient, 41% Good, 12% Excellent

● Insufficient   ● Sufficient   ● Good   ● Excellent

7.4 SKILLS NEEDS

With regard to the challenges ahead for the enhancement of internationalisation in higher education, HEI respondents were asked about the skills and knowledge they would like to improve to raise their performance in their specific internationalisation tasks and responsibilities. Despite the definitions provided above, in practice the differences between skills and knowledge may not always be clear. However, the answers provided by HEI respondents demonstrate interesting insights with respect to staff needs in skills and knowledge. This section concentrates solely on needs HEI respondents identify with regard to skills.

The top five skills needs among internationalisation staff per country are presented in Figure 0.13 in Annex A. On average, for HEI respondents within the EHEA there is a particular need to improve: a) project or programme management skills; b) staff management and leadership skills; c) skills for developing and maintaining international partnerships; d) marketing skills; and e) proficiency in foreign languages other than English.

Cross-national differences

When the outcomes on skills needs are compared between countries, only small differences tend to emerge; however, a few notable exceptions do stand out. The need for improving proficiency in other languages, for instance, does not seem to be solely reserved for the non-English-speaking countries. Whereas proficiency in English does not rank among the top five needed skills in any country, proficiency in languages other than English is ranked as the primary needed skill in Ireland, Poland, Switzerland and the United Kingdom.

Some countries have specific high-priority skills needs. This seems to be the situation, for instance, in Cyprus, Germany and Sweden, where skills related to staff management/leadership rank as the top perceived need while they are ranked lower in other countries. In Bulgaria, information technology skills seem to be most needed, while inter-cultural skills are identified as the top need in Austria. Financial skills are the top-perceived need in Belgium (French) and Greece.

Differences by area of activity

Not surprisingly, skills needs are connected to the main areas of staff activity in internationalisation. Figure 7.4 presents the needed skills outlined by HEI respondents for strong improvement versus the importance of these skills for staff's task performance. This exercise is performed for the top five areas of HEI respondents' main activities. Note that HEI respondents may indeed work in more than one area and may thereby have multiple skills needs.

Figure 7.4 indicates that marketing skills and skills for developing and maintaining international partnerships tend to be universally needed in the main areas of internationalisation activities, albeit with slight variation between activity areas. When the skills needs perceived as very important by the majority of the HEI respondents are compared with the importance of certain skills for specific areas of internationalisation activities, it may be observed that the stated needs are in fact relatively modest, i.e. the need to improve primary skills is limited. Conversely, the needs for secondary skills, such as marketing skills and language skills, seem relatively high.

Figure 7.4

Skills needs by main area of activity (N=1504)

International partnerships

1 — 17% / 36%
2 — 14% / 75%
3 — 13% / 65%

Managing the international office

1 — 23% / 36%
2 — 17% / 79%
5 — 17% / 20%

International (funding) programmes

1 — 18% / 30%
2 — 18% / 76%
4 — 17% / 71%

Internationalisation policies

1 — 17% / 36%
2 — 14% / 75%
3 — 13% / 65%

Exploring international opportunities for students/staff

1 — 23% / 32%
2 — 22% / 80%
4 — 16% / 69%

0%   20%   40%   60%   80%   100%
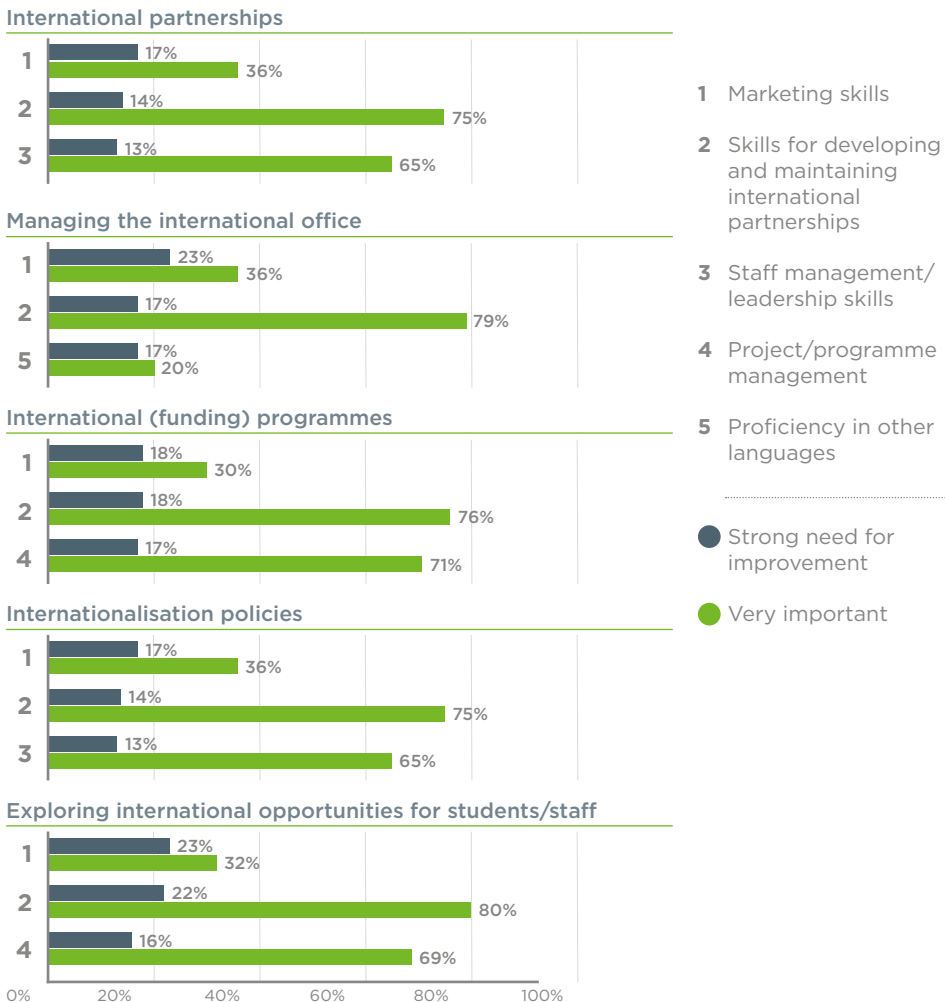
1 Marketing skills

2 Skills for developing and maintaining international partnerships

3 Staff management/ leadership skills

4 Project/programme management

5 Proficiency in other languages

● Strong need for improvement

● Very important

Differences by international student numbers

Furthermore, skills needs also appear to correlate with the number of international students enrolled at a higher education institution. Yet, notwithstanding the number of international students present at a higher education institution, internationalisation staff indicate a strong need to improve their performance in marketing skills and in skills to maintain international partnerships.

Internationalisation staff employed at higher education institutions with fewer than 500 international students express a relatively strong need for developing their financial skills. However, internationalisation staff at higher education institutions with an intermediate number of international students (500 to 2000) express needs for developing their information technology skills. Finally, internationalisation staff at higher education institutions with more than 2000 international students tend to express a relatively strong need for developing their proficiency in languages other than English.

7.5 KNOWLEDGE NEEDS

Figure 0.14 in Annex A presents the top five knowledge needs of internationalisation staff as perceived by HEI respondents within the EHEA per country. On average for HEI respondents, knowledge needs should concentrate on preparing and familiarising internationalisation staff on: a) the latest trends and developments in internationalisation; b) external funding programmes; c) developing an internationalisation strategy; d) evaluation of international policies and programmes; and e) market intelligence about target groups and countries. Globally, these knowledge needs stated by HEI respondents tend to express a necessity for a combination of general knowledge and specific needs in internationalisation, for example external funding, that internationalisation staff must have in order to perform their everyday tasks.

Cross-national differences

Similar to the situation observed in the needs for skills, cross-national differences seem to exist equally with regard to the importance of knowledge needs. Whereas in most countries the main focus with concern to knowledge needs is on the latest trends and developments in internationalisation, a few interesting exceptions may be observed.

Notably, resulting from answers provided by the respondents, evidence shows that countries such as the Czech Republic, Latvia, the Russian Federation, Slovenia and Switzerland tend to need knowledge with regard to developing an internationalisation strategy. When contrasted with Figure 0.2 in Appendix A, it is evident that there is no apparent correlation between the need for knowledge in this area and the presence of a strategic plan for internationalisation.

Respondents in Bulgaria, Greece and Italy more often tend to express a relatively strong need for knowledge on the evaluation of international policies and programmes. To a large degree, the latter need is also present in responses provided from Belgium (Flemish), Denmark, Finland, Hungary, Ireland, Switzerland and the United Kingdom. Meanwhile, respondents from other countries, namely Bulgaria, Ireland and Latvia, identify a strong need for knowledge on international curriculum development.

Differences by level of internationalisation

Observably, knowledge needs also seem to change on the basis of the internationalisation level achieved by higher education institutions. On average, HEI respondents working for institutions that they consider as *lagging behind* in internationalisation express greater knowledge needs than HEI respondents working for institutions considered as *leading* in internationalisation.

Not surprisingly, perhaps, a third (35%) of HEI respondents working for higher education institutions that they consider as *lagging behind* in internationalisation express a need for knowledge on developing an internationalisation strategy, whereas only 20% of HEI respondents working for institutions that they consider as *leading* in internationalisation express a need for the same aspect. Similar differences seem to exist with regard to knowledge needs on external funding and international curriculum development.

Differences by area of activity

Knowledge needs equally appear to differ on the basis of internationalisation staff's areas of activity. On average, however, knowledge needs appear stronger than skills needs. Notwithstanding the area of their activity, approximately a quarter of all respondents express strong knowledge needs, particularly the expressed need for knowledge on external funding programmes (Figure 7.5).

Internationalisation staff working on (exploring) international opportunities for students state a strong need for knowledge on external funding in particular. Furthermore, it is also interesting to note that especially internationalisation staff involved in internationalisation policies regard the aspect of knowledge on latest trends and developments in internationalisation as highly important. Conversely, only a quarter of all respondents indicate a strong need for more knowledge in this particular area.

Figure 7.5

Knowledge needs by main area of activity (N=1434)

International partnerships
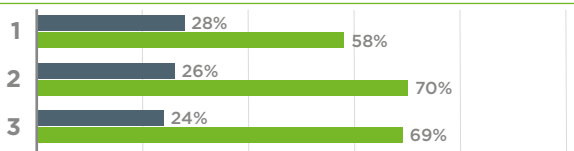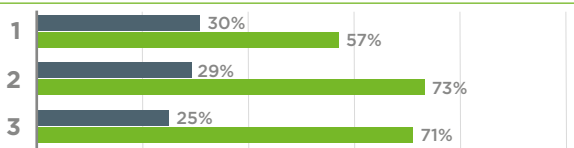
1	28% / 58%
2	26% / 70%
3	24% / 69%

Managing the international office

1	30% / 57%
2	29% / 73%
3	25% / 71%

International (funding) programmes

1	28% / 65%
2	29% / 63%
3	25% / 61%

Internationalisation policies

1	27% / 59%
2	25% / 79%
5	25% / 58%

Exploring international opportunities for students/staff

1	35% / 59%
2	29% / 69%
3	27% / 66%
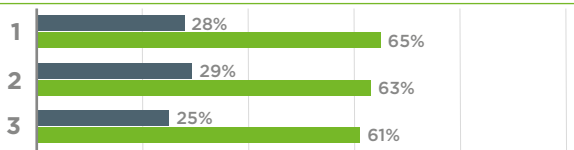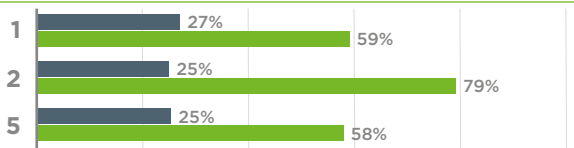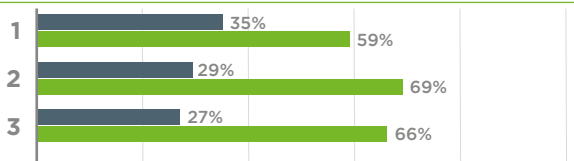
0%   20%   40%   60%   80%   100%

1 Knowledge of external funding programmes

2 Knowledge of latest trends and developments in internationalisation

3 Knowledge for developing an internationalisation strategy

4 Knowledge on the evaluation of international policies and programmes

5 Knowledge on the evaluation of international policies and programmes

⬤ Strong need for improvement

⬤ Very important

Differences by international student numbers
Finally, knowledge needs appear equally related to the number of international students higher education institutions enrol. Generally, internationalisation staff working for institutions that host fewer than 500 international students express stronger knowledge needs than internationalisation staff working for higher education institutions with larger numbers of international students.

In general, the content of knowledge needs appears to be quite similar across higher education institutions; however, some interesting differences may be noted. For example at institutions with small or medium numbers of international students there seems to exist a specific need for knowledge concerning the development of an internationalisation strategy. Such a focus is no longer a concern at higher education institutions with large numbers of international students.

7.6 KEY FINDINGS

- The main challenges that higher education staff face with regard to their work in internationalisation appear to be in aspects such as: improving international strategic partnerships, increasing outgoing student mobility and implementation of the internationalisation strategy.

- Cross-national differences with respect to main challenges that higher education staff face regarding internationalisation appear small.

- Challenges faced by staff seem to differ depending on the size of the institution. Staff at smaller institutions seem often challenged by recruiting more international students. Staff at medium-sized and large institutions seem challenged by the implementation of the internationalisation strategy of the institution and ensuring managerial support for internationalisation.

- Staff proficiency in internationalisation, i.e. possession of the adequate skills and knowledge requirements, appear to correlate with the presence of internationalisation strategies: staff working at institutions with no (fully) developed internationalisation strategy more often assess their skills and knowledge as insufficient, while staff working at institutions with a clear internationalisation strategy, whether separate or integrated in the overall strategy, tend to do so more rarely.

- There seems to be a particular need among staff to improve project and programme management skills, management and leadership skills, skills for developing and maintaining international partnerships, marketing skills and proficiency in other languages.

- Cross-national differences with respect to skills improvement appear small, although a few notable exceptions stand out.

- Staff needs for skills improvement appear to differ depending on the number of international students at their institutions.

- Staff needs for knowledge improvement appear to concentrate on the latest trends and developments in internationalisation, external funding programmes, developing an internationalisation strategy, evaluation of international policies and programmes and market intelligence about target groups and countries.

- On average, knowledge needs appear stronger than skills needs.

- Cross-national differences appear small with regard to knowledge improvement needs.

- Staff needs for knowledge improvement also appear to differ depending on the number of international students at their institutions: staff at institutions with fewer than 500 international students express stronger knowledge needs than staff at institutions with medium-sized or large international student bodies.

8
CONCLUSIONS

The EAIE Barometer 2014 was developed in response to the need for comprehensive research to effectively map the state of internationalisation in the EHEA, particularly from the point of view of the actors directly involved in internationalising higher education. With indicative results, the EAIE Barometer 2014 presents a picture of the current state of affairs regarding internationalisation of higher education in the EHEA. The findings provide a wealth of data and information on key developments and challenges, as well as skills and knowledge requirements of staff working to implement internationalisation within higher education institutions. While some of the results confirm findings from earlier surveys and professional knowledge that practitioners have about internationalisation, others offer new information, particularly about the institutional elements that raise an institution's level of internationalisation and the challenges and needs of staff working on internationalisation.

The results of the EAIE Barometer 2014 reveal several areas worthy of attention by institutional leaders and staff as well as professionals working toward capacity building in higher education, higher education governance stakeholders and policy makers. These areas include the most prevalent rationales for internationalisation, elements common among institutions that are considered leading in internationalisation, internationalisation trends and specific professional challenges staff face in the course of developing and implementing internationalisation at their institutions.

The most prevalent rationales for internationalisation reflect educational values and institutional missions, whereby internationalisation is an inextricable element of the educational process. By internationalising, institutions throughout the EHEA most often aim to improve the overall quality of higher education, prepare students for the challenges of a globalised world, and raise the institutional profile to attract more students. Other rationales, such as rising in the rankings and financial benefits, are also common, but usually not primary; the former are more frequently adopted by *leading* institutions while the latter are more common among institutions *lagging behind* in internationalisation as well as among privately funded institutions.

Higher education institutions *leading* in internationalisation have several characteristics in common. Typically, such institutions either have a fully developed strategic plan for internationalisation or internationalisation is a specific priority within the overall institutional strategic plan, with the former being the preferred among alternative for *leading* institutions. Strategic plans at *leading* institutions tend to concentrate more heavily on international research and innovation, but also more frequently include features such as strategic partnerships, international rankings and international marketing and promotion.

Strategic attention to internationalisation is related to an increase in the chances of success: *leading* institutions are more likely to see progress in incoming staff mobility, incoming international degree and exchange students and courses with English as the medium of instruction. There is a strong sense of institutional autonomy in determining international policy, and they monitor and evaluate their internationalisation activities regularly and often. Staff working on internationalisation at such institutions usually feel they have the skills and knowledge they need to accomplish their tasks and meet the challenges internationalisation brings.

Data from the EAIE Barometer 2014 point to several internationalisation trends across the EHEA. Evidently, internationalisation activities are increasing in particular areas; there are more international strategic partnerships, the partnerships are better implemented, and there are ever-greater numbers of incoming and outgoing international students, either for part of their studies or for the full term of their degrees. With greater student numbers, greater attention is paid to the quality of courses and programmes and of services for international students. More courses and programmes are offered with an international component and with English as the medium of instruction to open access to international students.

Meanwhile, there are different rationales, approaches, activities and impact of external influences on publicly and privately funded higher education institutions. Although there are differences in trends from country to country, pan-European trends are also clearly discernible. Some variations also exist between higher education institutions with larger and smaller numbers of international students, while the size of the total student population seems to correlate with internationalisation trends to a lesser extent.

General trends also appear at the individual level for staff who work on internationalisation within higher education institutions. In general, staff who work on internationalisation express the need to improve their project and programme management skills, staff management and leadership skills, skills for developing and maintaining international partnerships, marketing skills and proficiency in other languages. The need for knowledge is even greater: to succeed in their work, staff need knowledge of the latest trends and developments in internationalisation, external funding programmes, developing an internationalisation strategy, evaluation of international policies and programmes and market intelligence about target groups and countries.

Staff who work on internationalisation are often challenged by working to improve international strategic partnerships, increase outgoing student mobility and implement the internationalisation strategy. The level of internationalisation at an institution, the presence of an institutional strategy for internationalisation and the size of the international student body are major determinants of the types of skills and knowledge staff need. At institutions without an internationalisation strategy and at institutions with fewer than 500 international students, staff are more likely to profess they lack the skills and knowledge necessary to successfully implement internationalisation.

The EAIE intends to conduct the Barometer survey on a recurrent basis, aiming to increase the number of respondents and thereby the representation of the results. This first edition of the survey marks the first foray into mapping the state of internationalisation of higher education across the EHEA with particular emphasis on gathering input from the actors directly involved in implementing internationalisation. In the future, other data sets may be added to those addressed in the EAIE Barometer 2014, and over time a longitudinal data set will provide insights into the evolution of internationalisation at the institutional level.

For internationalisation of higher education is continuously evolving. Until relatively recently, student mobility was the main definition of internationalisation of higher education. Only in the late 1980s did the concept expand to refer to the increasing interconnectedness between higher education systems and institutions (van der Wende, 2002). Now, internationalisation is widely considered an essential part of quality higher education, whether students are moving or staying at their home institutions. The challenges of internationalising curricula, developing transformative learning opportunities for students who remain at home, and linking the local with the global to prepare all students for the challenges of the modern world are still new to many who take up the task. As they gain experience and develop new skills, staff who work at internationalisation can provide informative insights, which when analysed via the EAIE Barometer can help inform institutional leaders, international peers and policy makers at every level.

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ACRONYMS

DG EAC The Directorate General for Education and Culture
(European Commission)

EAIE European Association of International Education

EHEA European Higher Education Area

EMI English as a medium of instruction

EU European Union

EUA European University Association

HEI Higher education institution

IAU International Association of Universities

OECD Organisation for Economic Co-operation and Development

TNE Transnational Education

UNESCO United Nations Educational, Scientific and Cultural Organization

ANNEX A

Table 0.1
Background characteristics of HEI and non-HEI respondents

Gender	HEI respondents	Non-HEI respondents
Male	30%	39%
Female	70%	61%

Age		
<26 years	2%	2%
26-35 years	27%	27%
36-45 years	30%	30%
46-55 years	26%	23%
>55 years	15%	18%

Education level		
Doctoral/PhD or equivalent	31%	26%
Master's degree or equivalent	56%	53%
Bachelor's degree or equivalent	10%	17%
No tertiary degree	2%	3%
Other	1%	1%

Years of working experience in current position		
<3	24%	23%
3 to 5	22%	22%
6 to 10	23%	22%
11 to 15	13%	13%
>15	18%	20%

Years of working experience in internationalisation		
<3	19%	16%
3 to 5	21%	16%
6 to 10	24%	26%
11 to 15	16%	17%
>15	20%	24%

Main function area (current job) (multiple answers possible)	HEI respondents	Non-HEI respondents
Administrative	53%	26%
Management and organisation	34%	47%
Project and programme management	30%	35%
Teaching/Education	27%	12%
Student services	25%	8%
Policy implementation	15%	12%
Research	14%	11%
Marketing	11%	18%
Policy advising	10%	10%
Financial	4%	5%
IT services	2%	1%
Human resources	1%	3%
Other, please specify	4%	11%

Figure 0.1
Top five reasons to internationalise per country

	Albania	Austria	Belgium (Flemish)	Belgium(French)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia
Improve the overall quality of education	1	2	2	2	1	1	1	1	2	1	2	3	1
Prepare students for a global world	3	1	1	1	5	2	5	2	1	5	1	1	4
Attract more international students				4	4		3	4		4		2	
Improve international reputation	4	5	5	3	2	4		5			4	4	5
Improve the quality of research and development	2		4		3	3	2	3		2	3	5	2
Increase competitivenes	5	3					4		5	3			3
Labour market demands		4	3	5		5			3		5		
Financial benefits for institution													
Align institutional policy with European internationalisation policy													
Attract more local students													
Align institutional policy with national internationalisation policy									4				
Attract local and international staff													
Build capacity in developing countries													

	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
	3	1	1	4	3	1	1	2	1	2	3	1	5	1	3	1		1	1	4	1
	1	2	4	2	4	5	3	1	3		1			3	4	2	1	2		1	2
	4	5	2	1	1	2	2	3	4	1	2	2	3	5	2	4	5	4		3	3
	5	4		5	2	3	4	5		3	5	3	1	2	1		2	3	3	2	4
		3		5		5		2	4	4	4	4	4	4	5	3	3	5	2		5
	2		5		4				5		5		2			5	4		5	5	6
								4											4		7
			3	3																	8
																					9
																					10
						5															11
																					12
																					13

Figure 0.2
Internationalisation strategy per country

Legend:

- Internationalisation is a priority area in the overall strategy
- The institution has a separate internationalisation plan
- No, strategy in development
- No internationalisation strategy
- Unknown

Figure 0.3
Top five contents of internationalisation strategies per country

	Albania	Austria	Belgium (Flemish)	Belgium(French)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia
Outgoing student mobility	1	2	1	1	1	3	3	1	1	5	1	2	1
Incoming student mobility		1	2	3	1	1	4	2	2	1	2	1	
International strategic partnerships	1		3	4	1	4	1	5	3		4	3	3
International research and innovation	1				1		5		5	4		5	4
Outgoing staff mobility	1	4		5	1	2		3			3		5
Incoming staff mobility	1	5				5		4		2	5		
Internationalisation of the curriculum			4	2						3		4	2
Internationalisation at home		3	5						4				
International marketing							2						
Transnational education													
International rankings and reputation													
Capacity building													
Digital learning													

Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
1	1	2	4	3	3	2	1	1	2	1	2	3	1	1	1	4	2	1	3	1
2	2	3	1	1	2	1	2	2	1	2	1	1	3	3	2	1	1	3	4	2
4		4	2		4	3	3	3	3	3	4	2	5	2		2	3	4	1	3
5	5	5		4	5			4	4	4				4		5			2	4
	3	1				4				5	3		2	5	3		4	2		5
	4			1	5			5			5	4	4		4		5	5		6
3			5	2				4				5				3			5	7
							5	5							5					8
		3	5																	9
																				10
																				11
																				12
																				13

Figure 0.4
Main responsibility for institutional internationalisation strategy per country (top three)

	Albania	Austria	Belgium (Flemish)	Belgium(French)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia
Board/central management	1	1	1	1	2	1	1	1	1	1	1	1	2
(Head of) international office		2	3	2	1	3	3	2	2	2	2	3	1
Assigned board member					3					3		2	3
Internationalisation committee/ taskforce						2	2						
Responsibilities not formally established	1												
Other*	1	3	2					3	3		3		

* Including categories "dean of faculty or department chair", "academic staff" and "other"
Exclusive of "unknown" comprising 3% of the respondents

	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	3		2	1	3	2	2		2	2	3	2	2	3	3	3	2	2	2		2
	2						3	3	3	3	2	3	3		2		3	3	3	3	3
		3														2					4
						3															5
			2	3	3	2		2						2						2	6

Figure 0.5
Institutional organisation of internationalisation per country (top three)

	Albania	Austria	Belgium(French)	Belgium (Flemish)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia
Single international office	1	1	1	2	1	1	1	1	1	1	2	1	1
Multiple offices with coordination		3	3	1	1	1	1	2	2	1	1	2	
Multiple offices working independently		2	2			1			3		2	3	2	2
Decentralised to faculty/ department					1		1						
Other*	2			3					3				
Unknown	3												

* Including categories "Activities are an initiative of individual employees"
and "Activities are not coordinated" and "other"

	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1		1	1	1	1	1
	2	3	3	2	2	2	2	1	2	3	3	2	3	2	2	1	2	2	2	2	2
	3		2	2	2	3	2		3	2	2	3	2		3	3	3	3		3	3
														3							4
		2						3								2					5
																					6

Figure 0.6
Top five perceived changes in internationalisation activities over the past three years per country

	Albania	Austria	Belgium(French)	Belgium (Flemish)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia
Number of international strategic partnerships	1	4	3		1	3	1					2	1
Quality of international services			1	4			1	3	2	3	3	5	
Implementation of international strategic partnership	1		2				1					3	3
Incoming exchange students		5		5	3		1	1		1		4	
Quality of international courses/programmes		4				5			5		2		5
Outgoing students		1	5	1	5	1		2			1	1	
Courses/programmes with an international component	1	2		2					1	4	5		
Incoming international degree students					2			5	3	5			
Courses with English-medium of instruction (EMI)	1	3		3		4	1	4	4	2	4		
Visits by International delegations					4	2							2
Outgoing staff												4	
Joint programmes													
Incoming staff	1												
International field studies and research													
Branch campuses													

	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
		1	2	4			4				1		1	1	2			2	1	2	1
	1	5	4	1	1	5		3	3	3		3		5		2	3			3	2
		4	5	3							4		2		4		5	4		4	3
	3		2	4		1	2	5	1	1	2	1		2		5	4				4
						1	2	5			5	5	3			4		5	4		5
	4	2						4			3		5			1	2		3		6
	5			5	3	5	4					2			3	3				5	7
			1	5	2		1			2									1		8
	2		3		2	3	2	5	4						1		1				9
										5	4	4	3	5				3	2		10
		3			4									4				1	5		11
				3																	12
																					13
																					14
																					15

Figure 0.7
Perceived influence of policy levels on institutional internationalisation policies per country

Strong influence on institutional inter-nationalisation policy	Our own institution	Regional level	National level	EU level
Albania	60%	20%	40%	40%
Austria	72%	36%	50%	75%
Belgium (Flemish)	81%	50%	62%	81%
Belgium (French)	78%	33%	44%	100%
Bulgaria	80%	40%	80%	90%
Croatia	82%	24%	82%	82%
Cyprus	100%	50%	75%	88%
Czech Republic	68%	20%	59%	68%
Denmark	74%	17%	78%	48%
Estonia	79%	17%	72%	62%
Finland	85%	44%	90%	70%
France	75%	35%	57%	61%
Georgia	53%	37%	68%	63%
Germany	72%	34%	61%	58%
Greece	67%	32%	71%	70%
Hungary	89%	26%	82%	70%
Ireland	82%	22%	63%	33%
Italy	73%	42%	56%	61%
Latvia	75%	33%	80%	75%

Strong influence on institutional inter-nationalisation policy	Our own institution	Regional level	National level	EU level
Lithuania	88%	45%	76%	83%
Netherlands	75%	26%	63%	57%
Norway	81%	29%	84%	63%
Poland	72%	45%	76%	76%
Portugal	74%	36%	58%	74%
Romania	88%	35%	85%	79%
Russian Federation	90%	36%	84%	32%
Slovenia	78%	22%	56%	70%
Spain	71%	46%	50%	75%
Sweden	74%	23%	62%	52%
Switzerland	97%	41%	59%	47%
Turkey	83%	57%	72%	80%
Ukraine	88%	25%	88%	63%
United Kingdom	69%	33%	59%	30%
EHEA	79%	33%	68%	66%

Figure 0.8
Regular monitoring and evaluation at national level per country

Country	Percentage
Albania	40%
Austria	42%
Belgium (Flemish)	35%
Belgium (French)	33%
Bulgaria	60%
Croatia	59%
Cyprus	
Czech Republic	49%
Denmark	78%
Estonia	72%
Finland	84%
France	71%
Georgia	58%
Germany	39%
Greece	39%
Hungary	48%
Ireland	59%
Italy	39%
Latvia	50%
Lithuania	64%
Netherlands	42%
Norway	74%
Poland	61%
Portugal	39%
Romania	38%
Russian Federation	71%
Slovenia	63%
Spain	23%
Sweden	54%
Switzerland	16%
Turkey	67%
Ukraine	63%
United Kingdom	36%
EHEA	50%

Figure 0.9
Regular monitoring and evaluation at regional level per country

Country	Percentage
Albania	100%
Austria	11%
Belgium (Flemish)	35%
Belgium (French)	44%
Bulgaria	100%
Croatia	6%
Cyprus	13%
Czech Republic	5%
Denmark	100%
Estonia	3%
Finland	14%
France	8%
Georgia	5%
Germany	18%
Greece	13%
Hungary	4%
Ireland	4%
Italy	100%
Latvia	5%
Lithuania	10%
Netherlands	6%
Norway	2%
Poland	15%
Portugal	3%
Romania	100%
Russian Federation	16%
Slovenia	11%
Spain	21%
Sweden	7%
Switzerland	6%
Turkey	11%
Ukraine	25%
United Kingdom	19%
EHEA	10%

Figure 0.10
Regular monitoring and evaluation at institutional level per country

Country	%
Albania	80%
Austria	53%
Belgium (Flemish)	58%
Belgium (French)	78%
Bulgaria	50%
Croatia	65%
Cyprus	100%
Czech Republic	64%
Denmark	52%
Estonia	79%
Finland	69%
France	61%
Georgia	63%
Germany	48%
Greece	52%
Hungary	59%
Ireland	59%
Italy	63%
Latvia	63%
Lithuania	69%
Netherlands	59%
Norway	48%
Poland	55%
Portugal	68%
Romania	65%
Russian Federation	68%
Slovenia	67%
Spain	44%
Sweden	61%
Switzerland	53%
Turkey	61%
Ukraine	100%
United Kingdom	63%
EHEA	64%

Figure 0.11
No regular monitoring and evaluation per country

Country	Percentage
Albania	
Austria	8%
Belgium (Flemish)	8%
Belgium (French)	11%
Bulgaria	10%
Croatia	12%
Cyprus	
Czech Republic	4%
Denmark	4%
Estonia	
Finland	3%
France	2%
Georgia	11%
Germany	18%
Greece	9%
Hungary	7%
Ireland	4%
Italy	15%
Latvia	13%
Lithuania	
Netherlands	12%
Norway	2%
Poland	10%
Portugal	7%
Romania	9%
Russian Federation	
Slovenia	4%
Spain	25%
Sweden	12%
Switzerland	22%
Turkey	7%
Ukraine	
United Kingdom	11%
EHEA	8%

Figure 0.12
Top five main challenges in daily work for internationalisation staff per country

	Albania	Austria	Belgium (French)	Belgium (Flemish)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	
Improving int'l strategic partnerships		1	1	2	2	2	1	2		1	2	4	
Increasing outgoing student mobility	1	3	1	3	3	1	4	1	2		1	5	
Implementing the institutional internationalisation strategy		2	1	1			2		1	5	3	1	
Recruiting more int'l students				4	4	4	5	5	3	2		3	
Dealing with student mobility procedures and regulations		5			1			4	4	4			
Making use of funding programmes	1					5		3					
Developing joint programmes	1		1		5							2	
Offering more courses in non-native languages		4	1			3				3			
Including teaching staff in int'l activities	1								5		5		
Increasing outgoing staff mobility	1										4		
Ensuring managerial support for internationalisation													
Ensuring financial resources for internationalisation							3						
Enhancing int'l curricula					5								
Ensuring the quality of int'l courses/ programmes													
Increasing incoming staff mobility													
Increasing language/intercultural competency of staff													
Dealing with credit transfer for int'l students													
Assessing the relevance and measuring impact of internationalisation activities													
Ensuring teaching capacity for internationalisation													
Developing and improving digital learning													

Georgia	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
2	2	1	1	2	3	2	3	2	3		3	2	2	5	1	4		2	5	1	1
3	1	3		5	5			4	1	4	1			1		2	2	3	2	2	2
	3		1	3	1			1	2	2	2		3		2	3	1			3	3
	5		1	1	2	1	1	3		1		1	1		3					4	4
	4					5	4		5	4	5			4				1			5
4		5				3				3				2	5		4	4			6
1		2	1	4	4	4	2				5	4	4		4			5	3		7
5		4	1									3									8
							5		4												9
									5				3		5				4		10
								5												5	11
																					12
																	3				13
																					14
													5				5		1		15
																					16
																					17
																					18
																1					19
																					20

Figure 0.13
Top five skills needs among internationalisation staff per country

	Albania	Austria	Belgium (Flemish)	Belgium (French)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia
Project/programme management skills		4	5	2		1	4	1	1		1	1	2
Staff management/leadership skills			3		5	3	1	3	5	3		3	
Skills for developing and maintaining international partnerships	1	5		4		2		2	2	2	3	2	3
Marketing skills	2		1	3	3				4	1	4	4	1
Proficiency in other languages		2	4	5		4	2	4	3	5	2		
Financial skills	3	3		1	4	5	5	5		4		5	4
IT skills					1						5		5
Intercultural skills		1	2										
International guidance and counselling skills	4			2									
International admission/credential evaluation skills	5						3						
Educational and didactical skills													
English language proficiency													

Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
2	**2**	**1**		**2**	**1**	**1**	**1**	**1**	**3**	**1**	**1**	**2**	**1**	**2**	**3**	**2**	**1**	5	**3**	1
1	**3**	**2**	5		4	5	**2**	**3**		4	**3**	**3**		**3**	**1**	**3**	**3**		5	2
	4	**3**	3	**1**	**2**	**3**	**3**	**2**	**2**	**3**			5	5	4	5	5	**1**	**2**	3
3	5	4	4	**3**		**2**	4	4	5	**2**	**2**	**1**		**1**	**2**		4			4
			1		5				**1**		4				5	**1**	**2**	**2**	**1**	5
5	**1**			4					4		5	4	**2**				5		4	6
4		5	**2**	5	**3**			5					4	4						7
						4	5									4				8
													3					**3**		9
																		4		10
																				11
																				12

Figure 0.14
Top five knowledge needs among internationalisation staff per country

	Albania	Austria	Belgium (Flemish)	Belgium (French)	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Georgia	
Knowledge of latest internationalisation trends and developments	1	1	1	1	5	1	1	3	1	1	1	2	1	
Knowledge of external funding programmes	1	2	3	1	3	5	1	2	5	2	4	1		
Knowledge for developing an internationalisation strategy	1	3	5	1		2	1	1	4	3	3	3	1	
Knowledge on evaluating international policies and programmes	1	5	2	1	1		1	5	2	5	2			
Market intelligence about target groups and countries						4	1		3	4			1	
Knowledge of international curriculum development		4			2	3						4	1	
Market intelligence about competitors				1									1	
Knowledge on administrative and legal procedures	1		4					4			5	5		
Knowledge of the managing the international office					4									

	Germany	Greece	Hungary	Ireland	Italy	Latvia	Lithuania	Netherlands	Norway	Poland	Portugal	Romania	Russian Federation	Slovenia	Spain	Sweden	Switzerland	Turkey	Ukraine	United Kingdom	EHEA
	2	2	1	3	2	4	2	2	1	3	1	1	1	2	1	1		2	1	1	1
	1		4		3	3		1	5	1	3		2	3	3		5	1	1	1	2
	4	5	3		5	1	5	4	2	2	2	5	1	1	2	2	1		1	4	3
	3	1	2	2	1	5	3	3	3	5	4		4	4		4	2	4	1	2	4
	5		5	5	4		1			4	5	3			4	3	3	5			5
		3		1		2		5				4		5			4				6
			4		4							2	5		5			3		3	7
		4					4									5			1		8
																					9

ANNEX B

SURVEY HEI RESPONDENTS

(1/6) YOUR ROLE IN INTERNATIONALISATION

Could you please indicate the type of organisation you are working for? (if you are affiliated to more organisations, please choose the one you are most involved with)

- ☐ Higher education institution (university, university of applied sciences, conservatory, etc.)
- ☐ Other educational institution
- ☐ Ministry
- ☐ Interest group (lobby group)
- ☐ Consultancy firm
- ☐ Language centre
- ☐ Quality assurance institution and/ or Accreditation body
- ☐ Assessment centre for learning outcomes
- ☐ Student recruitment agency
- ☐ Credential evaluation services
- ☐ National agency (e.g. for coordinating EU programmes)
- ☐ IT service provider
- ☐ Other, non-governmental organisation (NGO)
- ☐ Other, private enterprise
- ☐ Other, please specify ....

What is the highest degree level offered at your institution?

- ☐ Bachelor
- ☐ Master
- ☐ PhD
- ☐ Other, please specify ....

What is the main source of funding for your organisation?

- ☐ Public finance
- ☐ Private finance (including funding from businesses)
- ☐ Both public and private finance
- ☐ I do not know

Which country are you based in?

☐ Albania

☐ Andorra

☐ Armenia

☐ Austria

☐ Azerbaijan

☐ Belgium
(Flemish community)

☐ Belgium
(French community)

☐ Bosnia and Herzegovina

☐ Bulgaria

☐ Croatia

☐ Cyprus

☐ Czech Republic

☐ Denmark

☐ Estonia

☐ Finland

☐ France

☐ Georgia

☐ Germany

☐ Greece

☐ Holy See

☐ Hungary

☐ Iceland

☐ Ireland

☐ Italy

☐ Kazakhstan

☐ Latvia

☐ Liechtenstein

☐ Lithuania

☐ Luxembourg

☐ Malta

☐ Moldova

☐ Montenegro

☐ Netherlands

☐ Norway

☐ Poland

☐ Portugal

☐ Romania

☐ Russian Federation

☐ Serbia

☐ Slovak Republic

☐ Slovenia

☐ Spain

☐ Sweden

☐ Switzerland

☐ The former Yugoslav
Republic of Macedonia

☐ Turkey

☐ Ukraine

☐ United Kingdom

☐ None of the above

What is the name of the institution you work for?

How many years of experience do you have in your current position?
- ☐ <3
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ 11 to 15
- ☐ >15

How many years have you already been working in internationalisation in higher education?
- ☐ <3
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ 11 to 15
- ☐ >15

What is your main area of activity with regard to internationalisation at your institution? (choose up to 3 areas which you spend most of your time on)
- ☐ Internationalisation policies
- ☐ Managing of the international office
- ☐ International partnerships
- ☐ External funding for internationalisation
- ☐ Exploring international opportunities for students and/ or staff
- ☐ Internationalisation of curricula
- ☐ Research abroad
- ☐ International research cooperation
- ☐ Recruiting international students
- ☐ International student services (e.g. housing, visa, information provision)

☐   Guidance and counselling of international students

☐   International admissions and credential evaluation

☐   International (funding) programmes (e.g. Erasmus+)

☐   Joint programmes

☐   International alumni relations

☐   International promotion/ marketing

☐   Other, please specify ....

(2/6) KEY CHALLENGES YOU FACE IN
THE INTERNATIONALISATION OF HIGHER EDUCATION

What are the main challenges in your daily work in internationalisation:
(choose up to 5 main challenges)

- ☐ Dealing with student mobility procedures and regulations (e.g. visa and residency permit)
- ☐ Dealing with credit transfer for international students (ECTS)
- ☐ Recruiting more international students (excluding PhD-students)
- ☐ Increasing outgoing student mobility (excluding PhD-students)
- ☐ Increasing incoming staff mobility (including PhD-students)
- ☐ Increasing outgoing staff mobility (including PhD-students)
- ☐ Developing joint programmes (joint or double/ multiple degrees)
- ☐ Improving international strategic partnerships
- ☐ Enhancing international curricula
- ☐ Offering more courses in non-native languages
- ☐ Ensuring the quality of international courses/ programmes
- ☐ Developing and improving digital learning like (Massive Open) On-line Courses
- ☐ Implementation of the internationalisation strategy of the institution
- ☐ Including teaching staff in internationalisation activities
- ☐ Ensuring teaching capacity for international education
- ☐ Ensuring sufficient financial resources for internationalisation
- ☐ Making use of funding programmes (e.g. Erasmus+)
- ☐ Increasing Language competency/ intercultural competency of staff
- ☐ Ensuring managerial support for internationalisation
- ☐ Assessing the relevance and measuring impacts of internationalisation activities
- ☐ Other, please specify ....

(3/6) YOUR SKILLS AND COMPETENCES

How would you assess your skills and knowledge regarding your tasks in the field of internationalisation of education?

Insufficient									Excellent
1	2	3	4	5	6	7	8	9	10

How would you assess the skills and knowledge of the team
you are working in, with regard to their tasks in the field of internationalisation of education?

Insufficient									Excellent
1	2	3	4	5	6	7	8	9	10

Project or programme management skills

Staff management/ leadership skills

Financial skills

Intercultural skills

English language proficiency

Proficiency in other languages

Skills for developing and maintaining an international partnership

Educational and didactical skills

Guidance and counselling skills for international students

Skills for admission/ credential evaluation of international students

Marketing skills

IT skills

**Which other skills with regard to internationalisation
would you like to develop?**

	What skills are important for your work in internationalisation?			What personal skills would you like to improve to perform better in your job in internationalisation?		
	Not important/ not applicable	Somewhat important	Very important	No need for improvement	Some need for improvement	Strong need for improvement

(4/6) LEVEL OF INTERNATIONALISATION ON INSTITUTIONAL LEVEL

How would you compare the level of internationalisation of your institution to other institutions in your country?

- ☐ Leading
- ☐ Average
- ☐ Lagging behind
- ☐ Do not know

Does your institution have an internationalisation strategy?

- ☐ Yes, the institution has a separate plan that specifically addresses internationalisation ambitions of the institution
- ☐ Yes, internationalisation is one of the priority areas included in the overall institutional strategy but there is no separate plan on internationalisation
- ☐ No, an internationalisation strategy is currently being developed
- ☐ No
- ☐ I do not know

What areas are covered by the internationalisation strategy?

- ☐ International incoming staff mobility
- ☐ International outgoing staff mobility
- ☐ International incoming student mobility
- ☐ International outgoing student mobility
- ☐ Internationalisation at home
- ☐ Internationalisation of the curriculum
- ☐ Using digital learning for internationalisation (e.g. Massive Open Online Courses)
- ☐ International strategic partnerships
- ☐ International research and innovation
- ☐ Capacity building in developing countries
- ☐ Transnational education (e.g. branch campuses, joint or double/ multiple degree programmes)
- ☐ Marketing and promotion of internationalisation
- ☐ International rankings/ international reputation
- ☐ Other, please specify ....
- ☐ I do not know

Who has the main responsibility for the internationalisation strategy within your institution?

- ☐ Board/ central management of the institution
- ☐ A specific board member focussing on internationalisation
- ☐ Dean of faculty or department chair
- ☐ (Head of) international office
- ☐ A specific committee/ taskforce focussing on internationalisation
- ☐ Academic staff
- ☐ Responsibilities with regard to internationalisation are not formally established
- ☐ Other, please specify ....
- ☐ I do not know

What are the most important reasons for your institution to focus on internationalisation (select the 3 most important reasons)?

- ☐ Improve the overall quality of education at our institution
- ☐ To prepare students for a global world
- ☐ To attract more local students
- ☐ To attract more international students
- ☐ To attract new staff (both international and local)
- ☐ Improve international reputation and improve positions in rankings
- ☐ To improve the quality of research and development (R&D)
- ☐ Financial benefits for our institution
- ☐ To align institutional policy with national policies regarding internationalisation
- ☐ To align institutional policy with European policies regarding internationalisation
- ☐ Demand from the labour market to provide students with skills for a global job market
- ☐ To help building capacity of partners in developing countries
- ☐ To be more competitive with regard to other higher education institutions
- ☐ I do not know
- ☐ Other, please specify ....
- ☐ Not applicable, the institution is not focussing on internationalisation

How influential are the following policy levels on the internationalisation policy of your institution? (1 is no influence and 5 is strong influence)

	1 No influence	2	3	4	5 Strong influence	I do not know
EU level						
National level						
Regional level						
Our own institution						

Are developments in internationalisation of higher education monitored and evaluated on a regular basis? (multiple answers are possible)

- ☐ Yes, on national level
- ☐ Yes, on regional level
- ☐ Yes, on institutional level
- ☐ No
- ☐ I do not know

How is internationalisation organised in your institution?

- ☐ There is a single office focussing on internationalisation activities (e.g. an international office)
- ☐ The institution has multiple offices working independently from each other on internationalisation activities
- ☐ The institution has multiple offices focussing on internationalisation, with assistance of a cross-department coordinating body
- ☐ It is decentralized to each college/ faculty/ department
- ☐ Activities related to internationalisation are an initiative of individual employees and are not coordinated within the institution
- ☐ Other, please specify ....
- ☐ I do not know

Compared to 3 years ago, which changes have you noticed at your institution?

	↘	↘	—	↗	↗	?	X
Number of outgoing students per (academic) year (going abroad)							
Number of incoming international degree students per academic year							
Number of incoming exchange students per (academic) year							
Number of outgoing staff (going abroad) per (academic) year							
Number of incoming staff (international staff) per year							
Number of international strategic partnerships with foreign institutions							
Number of courses with English-medium of instruction (EMI), i.e. English is the language of teaching							
Number of courses/programmes with an international component							

↘ Substantial decrease   ↗ Substantial increase
↘ Decrease   ? Do not know
— No changes   X Not applicable
↗ Increase

Compared to 3 years ago, which changes have you noticed at your institution?

	⬂	⬊	—	⬈	⬀	?	X
Number of joint programmes (joint or double/ multiple degrees)							
Number of branch campuses							
Number of visits by delegations from foreign education institutions or public bodies per year							
Number of field studies and research done abroad per year							
(Attention to the) Quality of international courses/ programmes							
(Attention to the) Quality of services for international students (e.g. accommodation services, academic tutoring, etc.)							
Implementation or execution of international strategic partnership agreements							

⬂ Substantial decrease   ⬀ Substantial increase
⬊ Decrease   ? Do not know
— No changes   X Not applicable
⬈ Increase

INTERNATIONAL STRATEGIC PARTNERSHIPS

Recently, the European Commission has indicated the importance of the role of strategic partnerships in internationalisation. This section relates to strategic partnerships of your institution. A strategic international partnership encourages durable collaboration between institutions and organisations by building sustainable academic networks, strengthening exchanges among students and staff and enhancing exchanges of knowledge and practices.

How familiar are you with the strategic partnerships of your institution?

- ☐ Very familiar
- ☐ Somewhat familiar
- ☐ Not at all familiar

How many international strategic partnerships does you institution have with other institutions/ organisations?

Number (if you do not know the exact number, please give an estimate)

- ☐ I do not know

How many of these international strategic partnerships do you consider active?

- ☐ All international partnerships are active
- ☐ Most international partnerships are active
- ☐ Some international partnerships are active
- ☐ None of the international partnerships are active
- ☐ I do not know

What aspects are covered by your international strategic partnerships? (multiple answers possible)

- ☐ Joint research and innovation activities
- ☐ Student exchange
- ☐ Staff exchange (scientific and teaching staff)
- ☐ Staff exchange (support staff)
- ☐ Research projects
- ☐ Knowledge exchange
- ☐ Curriculum development or teaching collaborations
- ☐ Capacity building in developing countries
- ☐ Joint or double/ multiple degree programme
- ☐ Knowledge exchange on institutional services regarding internationalisation (e.g. quality of student services, quality of accreditation)
- ☐ Education to business
- ☐ Joint use of facilities, research infrastructure, manpower
- ☐ Virtual collaboration
- ☐ Other, please specify ....
- ☐ I do not know

With what type of organisation(s) do you have international strategic partnerships (multiple answers possible)?

- ☐ Other Higher Education Institutions
- ☐ Governmental institutions
- ☐ Private sector businesses
- ☐ Civil society (e.g. NGOs and foundations)
- ☐ Other, please specify ....
- ☐ I do not know

What do you consider the most important regions in the world in which your institution has partnerships (up to 3 most important)

- ☐ Africa
- ☐ Asia
- ☐ European Union (EU-28)
- ☐ Other European countries
- ☐ North America
- ☐ Oceania
- ☐ South America
- ☐ I do not know

Who approves the international strategic partnerships (multiple answers possible)?

- ☐ Board
- ☐ Central management of the institution
- ☐ There is a specific board member focussing on strategic partner-ships
- ☐ Advisory committees
- ☐ Dean of faculty or department chair
- ☐ Head of international office
- ☐ A staff member
- ☐ Academics or teaching staff
- ☐ Responsibilities with regard to partnerships are not formally established
- ☐ I do not know

(5/6) YOUR PROFILE

What is your age?
- ☐ <26
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ >55

Are you male or female?
- ☐ Male
- ☐ Female

What is your level of education?
- ☐ Doctoral/ PhD or equivalent
- ☐ Master degree or equivalent
- ☐ Bachelor degree or equivalent
- ☐ No tertiary degree
- ☐ Other, please specify ....

Where in the institution do you work? (if you work for different sections, please choose the one you are mostly involved with)
- ☐ I work at central level (e.g. central management, central international office)
- ☐ I work at faculty/ department level
- ☐ I work at a branch campus*
- ☐ I work at a research institute
- ☐ Other, please specify ....

    * a branch campus is a foreign educational outpost which has been established in a country other than the one where the home (primary) campus exists

Which description best fits your faculty/ department?

☐ Humanities (e.g. history, literature, arts, philosophy, religion)

☐ Social Sciences (e.g. anthropology, area studies, economics, geography, political science, psychology, sociology, cultural and ethnic studies)

☐ Natural sciences (e.g. space sciences, earth sciences, life sciences, chemistry, physics)

☐ Formal sciences (e.g. computer sciences, logic, mathematics, statistics, systems science)

☐ Professions and applied sciences (e.g. agriculture, architecture, business, education, engineering, environmental, recreation, communication, law, social work public administration, health care science)

☐ I do not work for a specific faculty/department

☐ Other, please specify ....

What is your main function area?
(You can choose up to 3 alternatives)

☐ Administrative

☐ Financial

☐ Human resources

☐ IT services

☐ Management and organisation

☐ Project and programme management

☐ Marketing

☐ Policy advising

☐ Policy implementation

☐ Research

☐ Student services

☐ Teaching/ Education

☐ Other, please specify ....

Do you have managerial responsibilities?

☐ Yes

☐ No

How many people do you manage?

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│   │
│   │
└─────────────────────┘

Who do you report to in the organisation regarding your work in the field internationalisation?

- ☐ Board
- ☐ Central management of the institution/ Secretary General
- ☐ Dean of faculty or department chair
- ☐ Head of international office
- ☐ Head of the institute
- ☐ Other, please specify ....

What was the total number of students (including PhD students) at your institution in the academic year 2012-2013 (approximately)?

- ☐ <1001
- ☐ 1001-2500
- ☐ 2501-5000
- ☐ 5001-10 000
- ☐ 10 001-20 000
- ☐ 20 001-40 000
- ☐ >40 000
- ☐ I do not know

What was the total number of international students (including PhD students) – both degree and credit – at your institution in the academic year 2012-2013 (approximately)

- ☐ <101
- ☐ 101-250
- ☐ 251-500
- ☐ 501-1000
- ☐ 1001-2000
- ☐ 2001-4000
- ☐ 4001-7500
- ☐ >7500
- ☐ I do not know

(6/6) CLOSING QUESTIONS

The survey has been initiated by the European Association for International Education (EAIE) to feed the policy debate on internationalisation not only from a policy perspective but also from a staff perspective. The EAIE is the European centre for expertise, networking and resources in the internationalisation of higher education. The EAIE is a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions. This final section contains a few questions on the EAIE.

Are you a member of the EAIE?
- ☐ Yes
- ☐ No
- ☐ I do not know

What EAIE services have you made use of?
(multiple answers possible)
- ☐ Training
- ☐ Conference
- ☐ Publications
- ☐ Other, namely ....
- ☐ I have not made use of the EAIE's services

Who at your institution normally decides on your participation in conferences or training activities?
- ☐ I am in the position to decide myself on my participation in conferences and training activities
- ☐ Board/ central management of the institution/ organisation I work for
- ☐ Dean of faculty or department chair
- ☐ Human resource manager of the institution
- ☐ Head of international office of the institution
- ☐ A senior employee
- ☐ Other, please namely ....

Do you have any general suggestions or recommendations for the EAIE to improve its services towards staff working on internationalisation of higher education?

☐ No
☐ Yes

If yes, please fill in your general comments and suggestions for the EAIE in the textbox below:

Are you interested in receiving the report with the results of this survey?

☐ Yes
☐ No

To express appreciation for completion of this survey, the EAIE will hand out 5 fee-waivers for its 26th Annual EAIE conference in Prague from 16–19 September. Would you like to be considered for this draw?

☐ Yes
☐ No

Please fill out your email address

If there is a need for clarification, can we contact you for additional information regarding your answers in this survey?

☐   Yes

☐   No

Would you like to learn more about the EAIE's activities?

☐   Yes

☐   No

SURVEY NON-HEI RESPONDENTS

(1/6) YOUR ROLE IN INTERNATIONALISATION

Could you please indicate the type of organisation you are working for? (if you are affiliated to more organisations, please choose the one you are most involved with)

- ☐ Higher education institution (university, university of applied sciences, conservatory, etc.)
- ☐ Other educational institution
- ☐ Ministry
- ☐ Interest group (lobby group)
- ☐ Consultancy firm
- ☐ Language centre
- ☐ Quality assurance institution and/ or Accreditation body
- ☐ Assessment centre for learning outcomes
- ☐ Student recruitment agency
- ☐ Credential evaluation services
- ☐ National agency (e.g. for coordinating EU programmes)
- ☐ IT service provider
- ☐ Other, non-governmental organisation (NGO)
- ☐ Other, private enterprise
- ☐ Other, please specify ....

What is the main source of funding for your organisation?

- ☐ Public finance
- ☐ Private finance (including funding from businesses)
- ☐ Both public and private finance
- ☐ I do not know

Which country are you based in?

☐ Albania

☐ Andorra

☐ Armenia

☐ Austria

☐ Azerbaijan

☐ Belgium
(Flemish community)

☐ Belgium
(French community)

☐ Bosnia and Herzegovina

☐ Bulgaria

☐ Croatia

☐ Cyprus

☐ Czech Republic

☐ Denmark

☐ Estonia

☐ Finland

☐ France

☐ Georgia

☐ Germany

☐ Greece

☐ Holy See

☐ Hungary

☐ Iceland

☐ Ireland

☐ Italy

☐ Kazakhstan

☐ Latvia

☐ Liechtenstein

☐ Lithuania

☐ Luxembourg

☐ Malta

☐ Moldova

☐ Montenegro

☐ Netherlands

☐ Norway

☐ Poland

☐ Portugal

☐ Romania

☐ Russian Federation

☐ Serbia

☐ Slovak Republic

☐ Slovenia

☐ Spain

☐ Sweden

☐ Switzerland

☐ The former Yugoslav
Republic of Macedonia

☐ Turkey

☐ Ukraine

☐ United Kingdom

☐ None of the above

What is the name of the institution you work for?

How many years of experience do you have in your current position?

- ☐ <3
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ 11 to 15
- ☐ >15

How many years have you already been working in internationalisation in higher education?

- ☐ <3
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ 11 to 15
- ☐ >15

(2/6) KEY CHALLENGES YOU FACE IN
THE INTERNATIONALISATION OF HIGHER EDUCATION

What are the main challenges regarding internationalisation of higher education in your country? (choose up to 5 main challenges)

☐ Dealing with student mobility procedures and regulations (e.g. visa and residency permit)

☐ Dealing with credit transfer of international students (ECTS)

☐ Increasing outgoing student mobility (excluding PhD-students)

☐ Increasing incoming student mobility (excluding PhD-students)

☐ Increasing outgoing staff mobility (including PhD-students)

☐ Increasing incoming staff mobility (including PhD-students)

☐ Developing joint programmes (joint or double/ multiple degrees)

☐ Improving international strategic partnerships

☐ Enhancing internationalisation of the curricula

☐ Offering more courses in non-native languages

☐ Ensuring the quality of international courses/ programmes

☐ Developing and improving digital learning like (Massive Open) On-line Courses

☐ Implementing the internationalisation strategy of the institution

☐ Including teaching staff in internationalisation activities

☐ Ensuring teaching capacity for international education

☐ Ensuring sufficient financial resources for internationalisation

☐ Making use of funding programmes (e.g. Erasmus+)

☐ Increasing language competency/ intercultural competency of staff

☐ Ensuring managerial support for internationalisation

☐ Assessing the relevance and impacts of internationalisation activities

☐ Other, please specify ....

☐ I do not know

How influential are the following policy levels on the internationalisation policy in your country? (1 is no influence and 5 is strong influence)

	1 No influence	2	3	4	5 Strong influence	I do not know
EU level						
National level						
Regional level						
Our own institution						

(3/6) YOUR SKILLS AND COMPETENCES

How would you assess your skills and knowledge regarding your tasks in the field of internationalisation of education?

Insufficient   Excellent

1	2	3	4	5	6	7	8	9	10

How would you assess the skills and knowledge of the team you are working in, with regard to their tasks in the field of internationalisation of education?

Insufficient   Excellent

1	2	3	4	5	6	7	8	9	10

Knowledge on administrative and legal procedures and documents

Knowledge of international curriculum development

Knowledge of external funding programmes

Knowledge of policy making (e.g. developing an internationalisation strategy)

Knowledge of latest trends and developments in internationalisation

Market intelligence about our target groups and countries

Market intelligence about other institutions/ competitors

Knowledge on the evaluation of international policies and programmes

**Which other skills with regard to internationalisation
would you like to develop?**

	What knowledge is important for your work in internationalisation?			What personal knowledge would you like to improve to perform better in your job in inter-nationalisation?		
	Not important/ not applicable	Somewhat important	Very important	No need for improve-ment	Some need for improve-ment	Strong need for improve-ment

(4/6) LEVEL OF INTERNATIONALISATION ON INSTITUTIONAL LEVEL

Compared to 3 years ago, which changes have you noticed at the higher education institutions that you work with in your country?

	↘	↘	—	↗	↗	?	X
Number of outgoing students per (academic) year (going abroad)							
Number of incoming international degree students per academic year							
Number of incoming exchange students per (academic) year							
Number of outgoing staff (going abroad) per (academic) year							
Number of incoming staff (international staff) per year							
Number of international strategic partnerships with foreign institutions							
Number of courses with English-medium of instruction (EMI), i.e. English is the language of teaching							
Number of courses/programmes with an international component							

↘ Substantial decrease   ↗ Substantial increase
↘ Decrease   ? Do not know
— No changes   X Not applicable
↗ Increase

Compared to 3 years ago, which changes have you noticed at the higher education institutions that you work with in your country?

	⬂	⬊	—	⬈	✓⬈	?	X
Number of joint pro-grammes (joint or dou-ble/ multiple degrees)							
Number of branch cam-puses							
Number of visits by delegations from foreign education institutions or public bodies per year							
Number of field stud-ies and research done abroad per year							
(Attention to the) Quality of international courses/programmes							
(Attention to the) Qual-ity of services for inter-national students (e.g. accommodation services, academic tutoring, etc.)							
Implementation or ex-ecution of international strategic partnership agreements							

⬂ Substantial decrease   ✓⬈ Substantial increase
⬊ Decrease   ? Do not know
— No changes   X Not applicable
⬈ Increase

Are developments in internationalisation of higher education monitored and evaluated on a regular basis? (multiple answers possible)
☐   Yes, on the national level
☐   Yes, on the regional level
☐   Yes, on institutional level
☐   No
☐   I do not know

INTERNATIONAL STRATEGIC PARTNERSHIPS
Recently, the European Commission has indicated the importance of the
role of strategic partnerships in internationalisation. This section relates to
strategic partnerships of your institution. A strategic international partner-
ship encourages durable collaboration between institutions and organisa-
tions by building sustainable academic networks, strengthening exchang-
es among students and staff and enhancing exchanges of knowledge and
practices.

How familiar are you with the strategic partnerships of your institution?
- ☐ Very familiar
- ☐ Somewhat familiar
- ☐ Not at all familiar

**How many international strategic partnerships does you institution have
with other institutions/ organisations?**
Number (if you do not know the exact number, please give an estimate)

☐ I do not know

**How many of these international strategic partnerships
do you consider active?**
- ☐ All international partnerships are active
- ☐ Most international partnerships are active
- ☐ Some international partnerships are active
- ☐ None of the international partnerships are active
- ☐ I do not know

What aspects are covered by your international strategic partnerships? (multiple answers possible)

☐ Joint research and innovation activities

☐ Student exchange

☐ Staff exchange (scientific and teaching staff)

☐ Staff exchange (support staff)

☐ Research projects

☐ Knowledge exchange

☐ Curriculum development or teaching collaborations

☐ Capacity building in developing countries

☐ Joint or double/ multiple degree programme

☐ Knowledge exchange on institutional services regarding internationalisation (e.g. quality of student services, quality of accreditation)

☐ Education to business

☐ Joint use of facilities, research infrastructure, manpower

☐ Virtual collaboration

☐ Other, please specify ....

☐ I do not know

With what type of organisation(s) do you have international strategic partnerships (multiple answers possible)?

☐ Other Higher Education Institutions

☐ Governmental institutions

☐ Private sector businesses

☐ Civil society (e.g. NGOs and foundations)

☐ Other, please specify ....

☐ I do not know

What do you consider the most important regions in the world in which your institution has partnerships (up to 3 most important)

☐ Africa

☐ Asia

☐ European Union (EU-28)

☐ Other European countries

☐ North America

☐ Oceania

☐ South America

☐ I do not know

Who approves the international strategic partnerships (multiple answers possible)?

- ☐ Board
- ☐ Central management of the institution
- ☐ There is a specific board member focussing on strategic partner-ships
- ☐ Advisory committees
- ☐ Dean of faculty or department chair
- ☐ Head of international office
- ☐ A staff member
- ☐ Academics or teaching staff
- ☐ Responsibilities with regard to partnerships are not formally established
- ☐ I do not know

(5/6) YOUR PROFILE

What is your age?

- ☐ <26
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ >55

Are you male or female?

- ☐ Male
- ☐ Female

What is your level of education?

- ☐ Doctoral/ PhD or equivalent
- ☐ Master degree or equivalent
- ☐ Bachelor degree or equivalent
- ☐ No tertiary degree
- ☐ Other, please specify ....

What is your main function area?
(You can choose up to 3 alternatives)

- ☐ Administrative
- ☐ Financial
- ☐ Human resources
- ☐ IT services
- ☐ Management and organisation
- ☐ Project and programme management
- ☐ Marketing
- ☐ Policy advising
- ☐ Policy implementation
- ☐ Research
- ☐ Student services
- ☐ Teaching/ Education
- ☐ Other, please specify ....

Do you have managerial responsibilities?

☐ Yes

☐ No

How many people do you manage?

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(6/6) CLOSING QUESTIONS

The survey has been initiated by the European Association for International Education (EAIE) to feed the policy debate on internationalisation not only from a policy perspective but also from a staff perspective. The EAIE is the European centre for expertise, networking and resources in the internationalisation of higher education. The EAIE is a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions. This final section contains a few questions on the EAIE.

Are you a member of the EAIE?
- ☐ Yes
- ☐ No
- ☐ I do not know

What EAIE services have you made use of?
(multiple answers possible)
- ☐ Training
- ☐ Conference
- ☐ Publications
- ☐ Other, namely ....
- ☐ I have not made use of the EAIE's services

Who at your institution normally decides on your participation in confer-ences or training activities?
- ☐ I am in the position to decide myself on my participation in confer-ences and training activities
- ☐ Board/ central management of the institution/ organisation I work for
- ☐ Dean of faculty or department chair
- ☐ Human resource manager of the institution
- ☐ Head of international office of the institution
- ☐ A senior employee
- ☐ Other, please namely ....

Do you have any general suggestions or recommendations for the EAIE to improve its services towards staff working on internationalisation of higher education?
- ☐ No
- ☐ Yes

If yes, please fill in your general comments and suggestions for the EAIE in the textbox below:

Are you interested in receiving the report with the results of this survey?

☐   Yes
☐   No

To express appreciation for completion of this survey, the EAIE will hand out 5 fee-waivers for its 26th Annual EAIE conference in Prague from 16-19 September. Would you like to be considered for this draw?

☐   Yes
☐   No

Please fill out your email address

If there is a need for clarification, can we contact you for additional information regarding your answers in this survey?

☐   Yes
☐   No

Would you like to learn more about the EAIE's activities?

☐   Yes
☐   No

THE EAIE
BAR⊘METER

INTERNATIONALISATION IN EUROPE

The EAIE Barometer focuses on the current state of affairs regarding internationalisation of higher education in European Higher Education Area (EHEA) countries, key developments and challenges, and the skills requirements and specific needs of staff involved in internationalisation.

The report was informed by 2411 respondents from 33 countries across the EHEA: 2093 are employees of higher education institutions, 318 work at other organisations involved with international higher education.

Based on a wealth of data and information gathered in 2014, this report highlights the most prevalent rationales for internationalisation; elements common among institutions considered leading in internationalisation; internationalisation trends at international, national and institutional levels; and specific professional challenges staff face in the course of implementing internationalisation at their institutions. In so doing, the study provides valuable insights on the current state of internationalisation in Europe and on the nature of the support necessary to stimulate practices toward enhanced professionalisation.

EAIE

**European Association for
International Education**