Transatlantic Trajectories: Comparing Survey Data on Internationalization in Europe and the U.S.

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Mapping Internationalization on U.S. Campuses

• Only comprehensive source of data and analysis on U.S. higher education internationalization.


• Includes a range of institution types:
  - Associates (community colleges)
  - Baccalaureate (4-year liberal arts)
  - Master’s
  - Doctoral

• New report released in June 2017.
  • Available at www.acenet.edu/mapping
CIGE Model for Comprehensive Internationalization

A strategic, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented** and **internationally connected**.
Overall Optimism & Commitment

• 72% of institutions report that internationalization has **accelerated**.
• More institutions report a **high level of internationalization**.
• About half of institutions include internationalization in **mission statements & strategic plans**.
Leadership, Structure & Staffing

- **President** is seen as top catalyst.
- 53% of institutions have a “**senior international officer**.”
  - Increasing in number & influence.
- Substantial increase in **professional development for staff**.

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**Percentage of institutions that provide funding for staff professional development opportunities abroad**

<table>
<thead>
<tr>
<th>Activity</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to meetings or conferences abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading students on study abroad programs</td>
<td></td>
<td></td>
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<tr>
<td>Development seminars abroad</td>
<td></td>
<td></td>
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<tr>
<td>Studying or conducting research abroad</td>
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</table>
Reasons for Internationalizing

#1 Improve student preparedness for a global era.

#2 Diversify students, faculty, and staff at the home campus.

#3 Become more attractive to prospective students at home and overseas.

*Primacy of students & global learning*
Internationalization Priorities

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

#1: Increasing study abroad for U.S. students
#2: Recruiting international students
#3: Partnerships with institutions abroad
#4: Internationalizing the curriculum/co-curriculum
#5: Faculty development
Student Mobility

• 48% of institutions have an international student *recruiting plan*.

• 49% offer *scholarships or financial aid* for international undergrads.

• Markedly higher percentage of institutions using *agents*. 
Student Mobility

• About half of institutions offer **scholarships** for education abroad.

• **Participation rates** increasing, but still low (10%).
International Partnerships

• 40% of institutions have a **strategy** for partnership development.
• 30% have a dedicated **staff member**.
  • E.g. International partnership director

**Top countries for international partnerships (2016)**

<table>
<thead>
<tr>
<th>Existing Activity</th>
<th>Targeted for Expanded Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>China</td>
</tr>
<tr>
<td>Japan</td>
<td>India</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Brazil</td>
</tr>
<tr>
<td>Germany</td>
<td>Mexico</td>
</tr>
<tr>
<td>France</td>
<td>Vietnam</td>
</tr>
<tr>
<td>South Korea</td>
<td>South Korea</td>
</tr>
</tbody>
</table>
Curriculum, Co-Curriculum & Learning Outcomes

- 64% of institutions have **global learning outcomes**.
- 49% of **general education requirements** include a global component.
- **Language requirements** are (modestly) on the rise (!).
Curriculum, Co-Curriculum & Learning Outcomes

Notable increase in internationally-focused co-curricular programs, BUT…

Percentage of institutions offering co-curricular programs and opportunities

- Regular and ongoing international festivals or events on campus
- Meeting place for students interested in international topics
- Buddy program that pairs U.S. and international students to help integrate students socially
- Language partner program that pairs U.S. and international students
- Residence hall with special programs designed to facilitate the integration of U.S. and international students
- Programs to link study abroad returnees or international students with students in K-12 schools
Faculty

• 47% of institutions give preference to international background & experience when hiring.
• Small increase in promotion/tenure policies & awards.
More faculty professional development opportunities for faculty, BUT:

• Focus abroad

• Uneasiness re. overall status
Key Take-Aways

• Broad vision & optimism sometimes need a **reality check**.

• Efforts & resources **reflect stated priorities**.
  • Intensifying emphasis on student mobility
  • Curriculum & faculty efforts increasing, but not as fast.

• Internationalization is largely an **external facing** endeavor
  • Implications for student learning?
EAIE Barometer: Internationalisation in Europe
Introduction

• Second edition – first edition in 2015
• Largest & most geographically diverse study mapping institutional internationalisation in Europe
• Covers goals & priorities; strategy, management & quality assurance; EU & national policies; challenges; and the future
• Responses to online survey collected in autumn 2017 via EAIE database, (social) media channels and partners
• Factual and perception based questions
• Downloadable for free at https://www.eaie.org/our-resources/barometer.html
Respondents

- Prerequisite to work on internationalisation at HEI in EHEA
- 2317 individual respondents from 1292 unique HEIs in 45 EHEA countries
- Top respondent numbers from NL, DE, FI & UK
- HEI’s: 80% public; 54% research HEIs, 22% UAS & 17% specialised
- Position: 60% IO staff, 18% faculty, 14% other admin staff, and 5% (deputy) head of HEI
SELECTED KEY RESULTS
Goals:

Main goals of internationalisation* (n=2317)

- Prepare students for global world: 76%
- Improve the quality of education: 65%
- Inst. reputation/competitiveness: 53%
- Improve the quality of research: 38%
- Financial benefits: 12%
- Better service local community: 11%
- Respond to demographic shifts: 8%
- Other: 2%
- Don't know: 0%

* Respondents were able to select up to three answers
Priority activities:

![Bar chart showing internationalisation activities prioritised in strategy.](chart)

**Percentage of respondents**

- International mobility of home students: 68%
- International student recruitment: 53%
- International mobility of home staff: 39%
- International strategic partnerships: 38%
- Programmes in non-local language: 33%
- Joint/dual/double degrees: 29%
- Campus internationalisation: 26%
- Internationalisation of home curriculum: 21%
- International staff recruitment: 20%
- International rankings focused activities: 18%
- Courses developing international awareness: 18%

*Respondents were able to select up to five answers.*
Top 10 activities assessed through internal quality assurance system and activities that are quality assessed if prioritised in strategy* (n=1166)

- Int. mobility of home students: 64% quality assured, 75% if prioritised
- Int. mobility of home staff: 47% quality assured, 71% if prioritised
- Int. student recruitment: 40% quality assured, 57% if prioritised
- Joint/dual/double degrees: 37% quality assured, 69% if prioritised
- Programmes in non-local language: 33% quality assured, 65% if prioritised
- Int. strategic partnerships: 28% quality assured, 52% if prioritised
- Campus internationalisation: 23% quality assured, 51% if prioritised
- Internationalisation of home curriculum: 21% quality assured, 56% if prioritised
- Int. staff recruitment: 21% quality assured, 51% if prioritised
- Int. rankings focused activities: 20% quality assured, 60% if prioritised
- Courses developing int. awareness: 20% quality assured, 44% if prioritised

* Respondents were able to select multiple answers
Management & organisation:

Responsibility for decision-making on internationalisation (n=2317)
- Head of inst./central management: 47%
- Executive board: 17%
- A designated board member: 7%
- Head of international office: 6%
- Dean/department chair: 6%
- Responsibilities not established: 6%
- A committee/taskforce: 5%
- Academic staff: 4%
- Other: 1%

Organisation of internationalisation (n=2302)
- Multiple coordinated offices: 40%
- Single centralised office: 35%
- Multiple independent offices: 18%
- Non-coordinated staff initiative: 3%
- Other: 3%
- Don't know: 3%
Internal challenges:

**Top 10 internal challenges** *(n=2099)*

- Insufficient internal budget: 39%
- Lack of commitment by some staff: 38%
- Lack of internal recognition: 27%
- Lack of int. scholarships: 27%
- Lack of student/staff foreign language skills: 24%
- Lack of inst. structure/leadership: 21%
- Lack of staff expertise: 16%
- Students not pursuing int. ed: 16%
- Lack of integration of int. students: 15%
- Lack of int. student/staff local language skills: 10%

*Respondents were able to select up to three answers*
Impact of regional, national & EU-level:

Impact of policy levels on internationalisation at respondents’ HEIs (n=2198)

- Regional/sub-national policies:
  - Positive: 28%
  - Neutral: 25%
  - No impact: 2%
  - Negative: 11%
  - Not applicable: 9%
  - Don’t know: 25%

- National policies:
  - Positive: 51%
  - Neutral: 21%
  - No impact: 10%
  - Negative: 4%
  - Not applicable: 13%

- EU policies:
  - Positive: 73%
  - Neutral: 9%
  - No impact: 3%
  - Negative: 1%
  - Not applicable: 13%
  - Don’t know: 1%
External challenges:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient external funding</td>
<td>31%</td>
</tr>
<tr>
<td>(Inter)national competition</td>
<td>28%</td>
</tr>
<tr>
<td>National legal barriers</td>
<td>27%</td>
</tr>
<tr>
<td>Perceived high living costs</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of int. recognition of HEI</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of national support/strategy</td>
<td>23%</td>
</tr>
<tr>
<td>Lack of employer recognition</td>
<td>14%</td>
</tr>
<tr>
<td>Low-priority country for int. partnerships</td>
<td>10%</td>
</tr>
<tr>
<td>Political nationalism/xenophobia</td>
<td>10%</td>
</tr>
<tr>
<td>Emigration of local students</td>
<td>7%</td>
</tr>
<tr>
<td>Political instability/insecurity</td>
<td>7%</td>
</tr>
</tbody>
</table>

* Respondents were able to select up to three answers.
Future:

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

- 59% Very positive
- 22% Positive
- 14% Neutral
- 1% Negative
- 1% Very negative (0%)
- Don't know
Summary

• HEIs increasingly internationalise to prepare students for global world
• Student & staff mobility and student recruitment key priorities
• Quality assurance of internationalisation needs more attention
• A trend towards mainstreaming internationalisation
• Main internal and external challenges relate to funding
• EU level enabler, national & regional level enabler & hindrance
• Clear geographical differences within Europe in internationalisation
Compare & Contrast – US & Europe findings

• Internationalization vs internationalisation

• Different methodologies & different approaches
  • National vs. multinational
  • Different respondents

• BUT many similarities in findings!
Why internationalize/internationalise?

Reasons:
1) Improve student preparedness for a global era
2) Diversify students, faculty, and staff at the home campus
3) Become more attractive to prospective students at home and overseas

Main goals:
1) Prepare students for global world
2) Improve the quality of education
3) Institutional reputation and competitiveness
What takes priority?

Priority activities:
1) Increasing study abroad for US students
2) Recruiting international students
3) Partnerships with institutions abroad
4) Internationalizing the curriculum/co-curriculum
5) Faculty development

Activities prioritised in strategy:
1) International mobility of home students
2) International student recruitment
3) International mobility of home staff
4) International strategic partnerships
5) Programmes in non-local language
6) Joint/dual/double degrees
Commitment

• About half of institutions include internationalization in mission statements & strategic plans
• 72% of institutions report that internationalization has accelerated

• 78% of institutions reference internationalisation in strategy:
  • 39% - separate strategy
  • 39% - included in overall institutional strategy
• 8% - strategy under development
US & Europe – different drivers

• Institution-led IHE with limited national/state funding
• Centralised management of IHE (cf. institutional culture)
• Lower rates of international research collaboration for faculty
• Students may not previously have been mobile

• National steering of IHE with significant EU level funding (Erasmus+, Horizon 2020)
• Mostly decentralised management of IHE
• Many students have already been abroad (geographic proximity)
• English language taught programmes
Compare & Contrast – global findings

- International Association of Universities (IAU) Global Survey on Internationalization of Higher Education
- 2018 report coming soon!
  - 907 higher education institutions from 126 countries
  - All world regions represented
- In 2014, significant regional differences, but prediction that US and Europe will be more similar than different
- In 2014 - “The most significant potential risk of internationalization for society is commodification of education, ranked first by 19% of the respondents.”
Key questions

• How do you use the results of national/regional surveys to guide your internationalization efforts?

• What’s missing from these survey results? What other information would you like to see in future surveys?

• Student mobility is at the heart of responses to these surveys, but the majority of US and European students are not mobile. What place do campus-based global learning activities have in your internationalization efforts?
Thank you

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