



Association of International
Education Administrators

2020 ANNUAL CONFERENCE

*Rethinking Comprehensive
Internationalization for a
Global Generation*

Follow the Money: US and European Perspectives on Financing Internationalization

Laura E. Rumbley, Chair

European Association for International Education
(EAIE)

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Session agenda

- A few introductory words
- Some European perspectives and insights
- Some US perspectives and insights
- In conversation with YOU!
Our collective questions, concerns and ideas

EAIIE Barometer: Internationalisation in Europe (second edition)

Download your free
copy today!

<https://www.eaie.org/barometer>



Background: *The EAIE Barometer*

- First edition in 2015
- Second edition in 2018
- Largest and most geographically diverse study mapping institutional internationalisation in Europe
- Covers goals and priorities; strategy, management and quality assurance; EU and national policies; challenges; and considerations of the future
- Responses to online survey collected in autumn 2017 via EAIE database, (social) media channels and partners
- Factual and perception-based questions

Respondents: *The EAIE Barometer*

- 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
- HEIs: 80% public; 54% research HEIs, 22% UAS & 17% specialised institutions
- Position: 60% IO staff, 18% faculty, 14% other admin staff, and 5% (deputy) head of HEI

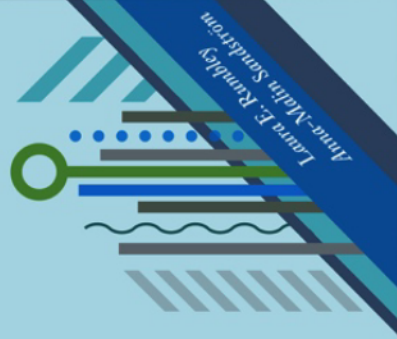


THE EAIE BAROMETER

INTERNATIONALISATION IN EUROPE

Second edition

MONEY MATTERS



Anne-Mette Sandstrom

EAIE
European Association for
International Education



The EAI E Barometer: Money matters

- Takes a closer look at data from the 2018 EAI E Barometer
- Explores
 - Financial considerations as a possible driver of internationalisation
 - Financial considerations as a possible barrier to internationalisation
- Provides
 - EHEA-wide overviews and some regional insights
 - Selected national-level snapshots
- Downloadable for free at <https://www.eaie.org/barometer>

Following the money: drivers

Main goals of internationalisation* (n=2317)

	EHEA	FI	DE	IT	KZ	NL	PL	SK	ES	UK
Prepare students for global world	76%	83%	88%	78%	61%	94%	61%	55%	82%	78%
Improve the quality of education	65%	65%	69%	38%	77%	66%	54%	55%	59%	38%
Inst. reputation/competitiveness	53%	41%	51%	69%	54%	39%	66%	49%	55%	68%
Improve the quality of research	38%	38%	36%	33%	33%	26%	36%	54%	31%	32%
Financial benefits	12%	13%	6%	21%	2%	6%	27%	14%	13%	42%
Better service local community	11%	21%	9%	6%	6%	16%	14%	5%	22%	8%
Respond to demographic shifts	8%	3%	11%	10%	0%	11%	14%	4%	5%	7%
Other	1%	1%	1%	1%	0%	3%	0%	0%	2%	2%
Don't know	0%	1%	0%	1%	0%	0%	1%	3%	0%	0%

*Respondents were able to select up to three answers
 FI: Finland, DE: Germany, IT: Italy, KZ: Kazakhstan, NL: Netherlands,
 PL: Poland, SK: Slovak Republic, ES: Spain, UK: United Kingdom

Are financial benefits a main goal of internationalisation?

Following the money: drivers

Top 10 internationalisation activities prioritised in strategy* (n=1917)

	EHEA	FI	DE	IT	KZ	NL	PL	SK	ES	UK
Int. mobility of home students	68%	55%	73%	62%	72%	63%	62%	74%	84%	72%
Int. student recruitment	53%	57%	36%	68%	39%	48%	72%	54%	49%	85%
Int. mobility of home staff	39%	36%	35%	15%	45%	20%	47%	54%	41%	17%
Int. strategic partnerships	38%	51%	41%	25%	40%	50%	17%	7%	40%	63%
Programmes in non-local language	33%	45%	33%	55%	16%	26%	59%	35%	42%	0%
Joint/dual/double degrees	29%	21%	35%	62%	47%	12%	24%	18%	44%	13%
Campus internationalisation	26%	26%	45%	22%	16%	31%	31%	16%	27%	18%
Internationalisation of home curriculum	21%	18%	28%	7%	13%	49%	7%	7%	23%	16%
Int. staff recruitment	20%	35%	13%	17%	20%	14%	26%	14%	8%	16%
Int. rankings-focused activities	18%	15%	8%	33%	27%	12%	26%	7%	11%	26%
Courses developing int. awareness	18%	19%	29%	7%	16%	31%	9%	5%	5%	17%

What do prioritised activities tell us about financial gain as a driving motivation?

* Respondents were able to select up to five answers

Following the money: barriers

Top 10 internal challenges* (n=1917)

	EHEA	FI	DE	IT	KZ	NL	PL	SK	ES	UK
Insufficient internal budget	39%	38%	37%	22%	40%	37%	37%	59%	43%	44%
Lack of commitment by some staff	38%	42%	47%	40%	14%	46%	34%	30%	43%	31%
Lack of internal recognition	27%	26%	32%	32%	10%	26%	23%	19%	36%	28%
Lack of int. scholarships	27%	16%	21%	25%	33%	26%	48%	21%	19%	22%
Lack of student/staff foreign language skills	24%	9%	20%	29%	48%	13%	28%	23%	36%	19%
Lack of inst. structure/leadership	21%	29%	25%	45%	8%	34%	8%	9%	15%	20%
Lack of staff expertise	16%	12%	11%	25%	20%	19%	21%	17%	20%	19%
Students not pursuing int. education	16%	21%	18%	14%	12%	7%	8%	13%	14%	30%
Integration of int. students	15%	25%	11%	6%	18%	23%	24%	13%	10%	9%
Lack of int. student/staff local language skills	10%	7%	20%	15%	14%	3%	13%	10%	6%	3%

Are internal financial matters holding back internationalisation?

* Respondents were able to select up to three answers

Following the money: barriers

Top 10 external challenges* (n=1917)

	EHEA	FI	DE	IT	KZ	NL	PL	SK	ES	UK
Insufficient external funding	31%	26%	29%	31%	38%	28%	41%	30%	48%	21%
(Inter)national competition	28%	29%	36%	31%	26%	40%	20%	10%	34%	50%
National legal barriers	27%	30%	15%	28%	19%	17%	38%	14%	25%	61%
Perceived high living costs	24%	60%	30%	6%	20%	30%	7%	3%	3%	25%
Lack of int. recognition of HEI	24%	23%	34%	23%	22%	22%	27%	19%	28%	21%
Lack of national support/strategy	23%	17%	12%	59%	14%	9%	24%	23%	35%	15%
Lack of employer recognition	14%	21%	8%	20%	16%	13%	8%	10%	18%	8%
Low priority for int. partnerships	10%	4%	2%	14%	19%	2%	23%	20%	0%	1%
Political nationalism/xenophobia	10%	7%	8%	3%	1%	11%	35%	7%	1%	39%
Emigration of local students	7%	1%	1%	6%	4%	3%	8%	39%	5%	0%
Political instability/insecurity	7%	4%	3%	5%	3%	3%	10%	1%	8%	17%

Are external financial matters holding back internationalisation?

*Respondents were able to select up to three answers

So, (how) does money really matter?

Yes!

It
depends...

Not
really.

So what...?

Critical Dynamics in the Financing of International Education in the US

- **Significant Drop in State Appropriations to Higher Education**
- **Massive Shift to Int'l Student Recruitment for Tuition**
- **More Players Pursuing Fewer Students at Higher Costs**
- **Reliance on SIOs to Drive Int'l Student Enrollments**

Survey on Financing International Education in US

- Summer, 2019
- Response Rate – 31.54
- Missing Answers Within Survey

Survey on Financing International Education in the US

	Doctoral	Masters	Baccalaureate	
Population	179	80	49	308
Respondents	49	20	14	80

SIO Annual Budget

	DoctUni	MastCollUni	BaccColl
Mean	\$5,345,854.53	\$2,149,653.22	\$2,531,171.43
Actual Minimum	\$250,000	\$230,000	\$7,500
Actual Maximum	\$22,000,000	\$12,000,000	\$10,000,000

Top Three Challenges that SIOs Face

- **Resources**
- **Institutional Support for Int'l Education Agenda**
- **International Student Enrollments**

Principal Sources of Revenue for SIO Budget

- **Central Administration- Principal Source of Funding for Internationalization for All Institutional Types**
- **App. Fees for Study Abroad – 20% of Budget Doc**
- **Add. Fees Paid by Int'l Stds – 66% Doc Received Funding**
- **Tuition Paid by Int'l Studs - Most Received No Funding**
- **Gifts – Half of Doc & 2/3 of Bacc**

Importance of Tuition Revenue from International Students to Institution's Overall Budget

	DoctUni	MastCollUni	BaccColl
Not important	9.1%	16.7%	30.8%
Barely important	9.1%	5.6%	0.0%
Neutral	20.5%	11.1%	15.4%
Somewhat important	20.5%	0.0%	15.4%
Extremely important	31.8%	22.2%	23.1%
No Answer	9.1%	44.4%	15.4%

Adequacy of Resources to Fund Internationalization

	DoctUni	MastCollUni	BaccColl
Very Inadequate	18.2%	5.6%	23.1%
Inadequate	34.1%	27.8%	30.8%
Adequate to Support Current Level and Types of Programs	29.5%	11.1%	15.4%
Adequate to Support Some Growth or Enhancement to our Efforts	9.1%	11.1%	15.4%
No Answer	9.1%	44.4%	15.4%

Changes in SIO Budget Over the Past Year

	DoctUni	MastCollUni	BaccColl
About the Same	52.3%	35.3%	61.5%
Decrease	20.5%	17.6%	23.1%
Increase	18.2%	0.0%	0.0%
No Answer	9.1%	47.1%	15.4%

Changes in Staffing Levels Over Past Year

	DoctUni	MastCollUni	BaccColl
About the Same	52.3%	33.3%	46.2%
Decrease	20.5%	16.7%	23.1%
Increase	18.2%	5.6%	15.4%
No Answer	9.1%	44.4%	15.4%



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