

2019

AIEA Annual Conference

What's Next?

*Possibilities and Probabilities
in the Future of International
Higher Education*



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

Chair: Lucia Brajkovic, American Council on Education

**Presenter: Anna-Malin Sandstrom, European
Association for International Education**

Presenter: Douglas Proctor, University College Dublin

Mapping Internationalization on U.S. Campuses



- Only **comprehensive** source of data and analysis on U.S. higher education internationalization.
- Survey conducted **every 5 years** (2001, 2006, 2011, 2016).
- 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

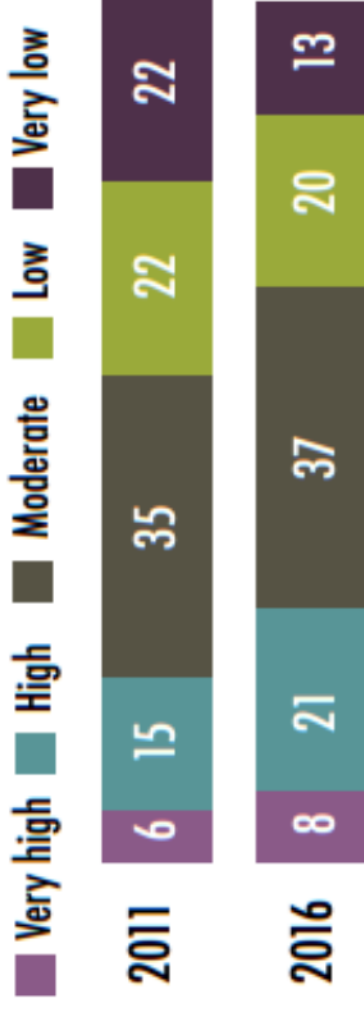
A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented and internationally connected**.



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**.

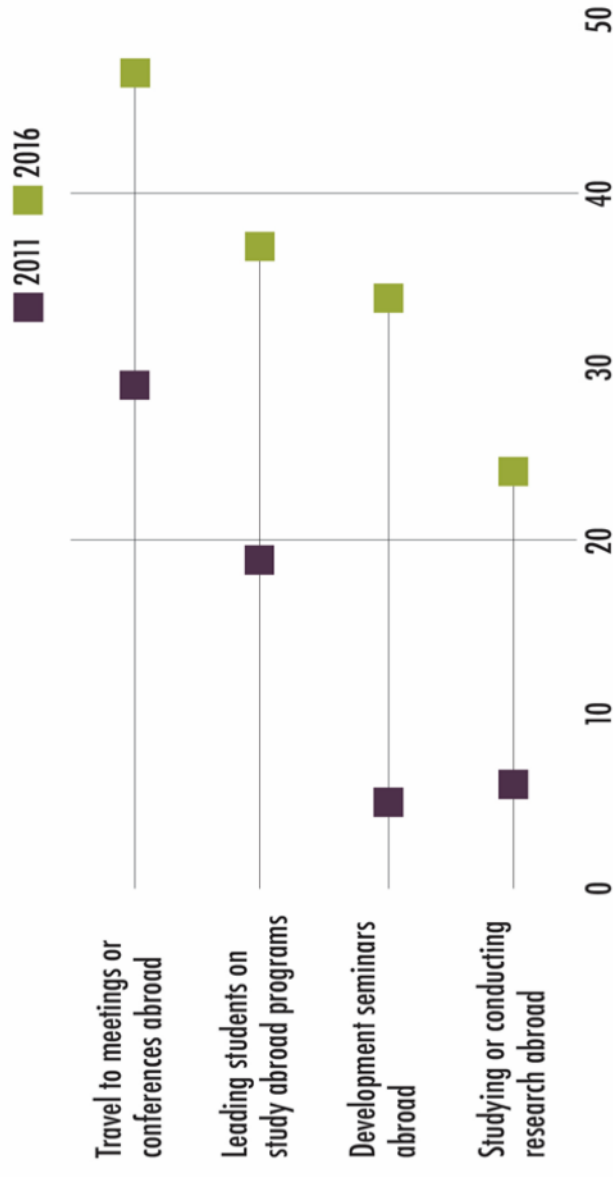
Reported overall level of institutional internationalization in recent years



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.**

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



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

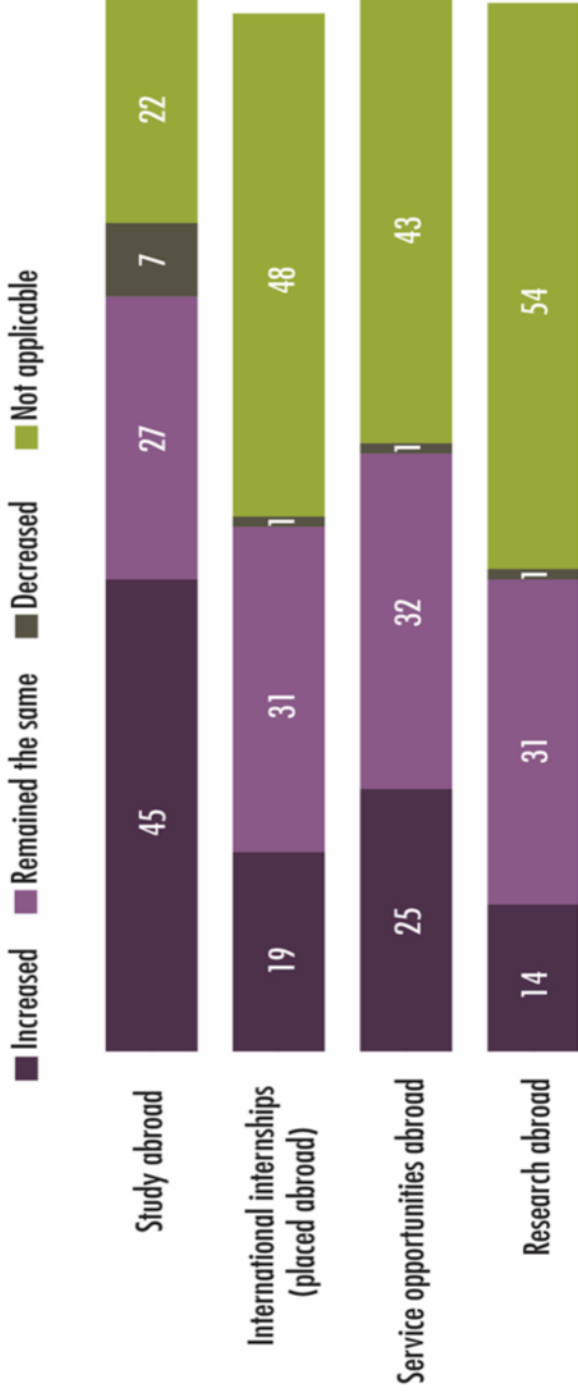
Student Mobility

- 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%).**

Percentage of institutions indicating education abroad participation has increased, decreased, or remained the same in the last three years (2016)



International Partnerships

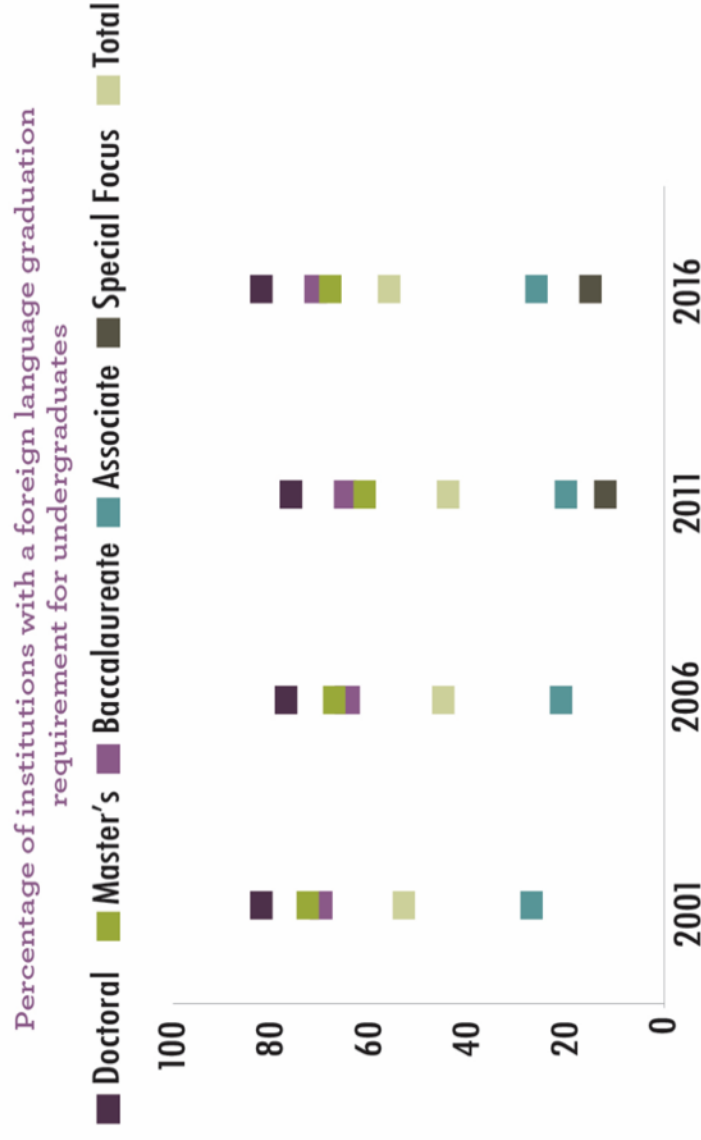
- 40% of institutions have a **strategy** for partnership development.
- 30% have a dedicated **staff member**.
 - E.g. International partnership director

Top countries for international partnerships (2016)

Existing Activity	Targeted for Expanded Activity
China	China
Japan	India
United Kingdom	Brazil
Germany	Mexico
France	Vietnam
South Korea	South Korea

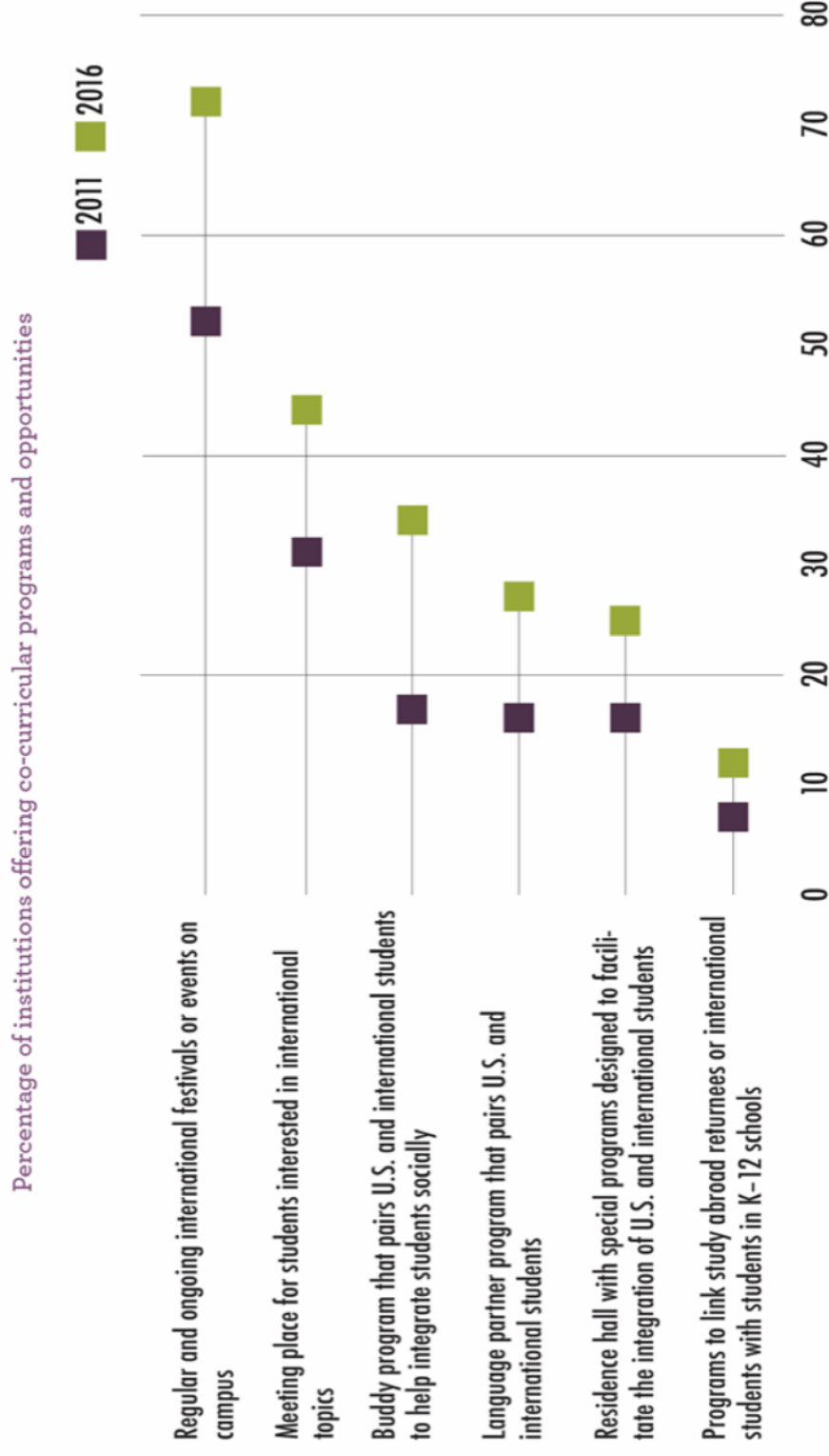
Curriculum, Co-Curriculum & Learning Outcomes

- 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

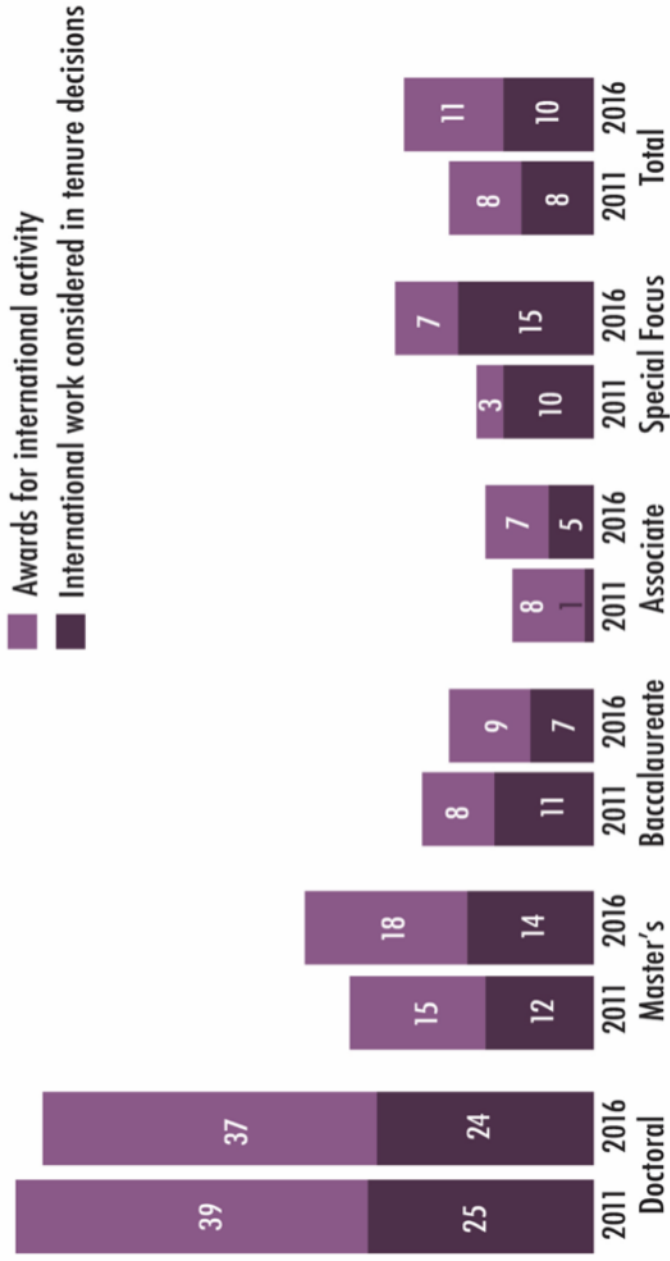
Notable increase in internationally-focused co-curricular programs,
BUT...



Faculty

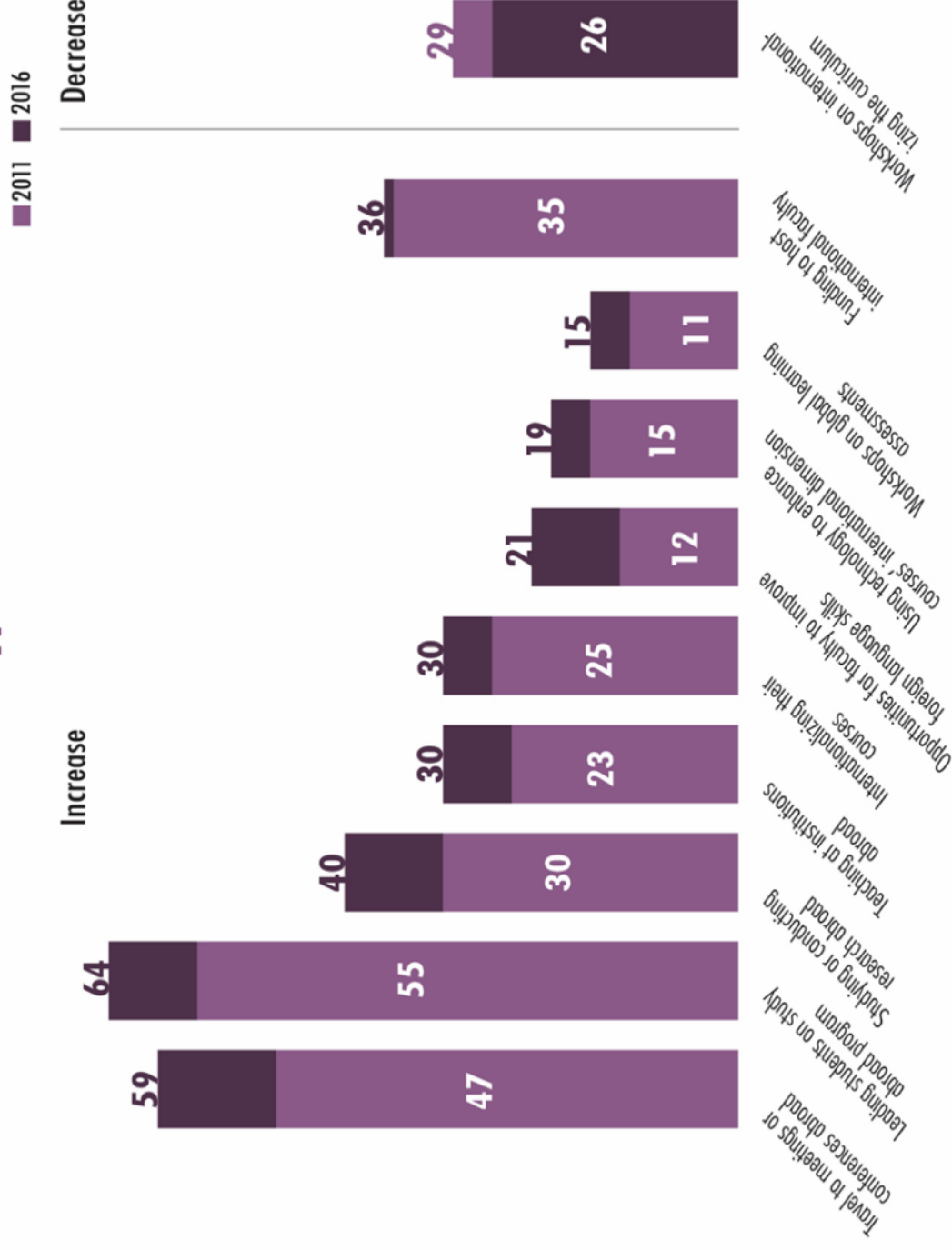
- 47% of institutions give preference to international background & experience when **hiring**.
- Small increase in **promotion/tenure policies & awards**.

Percentage of institutions that consider international work or experience in promotion and tenure decisions and/or offer faculty awards for international activity



Faculty

Percentage of institutions offering faculty development funding, programs, and opportunities



- 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?

EAI E 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

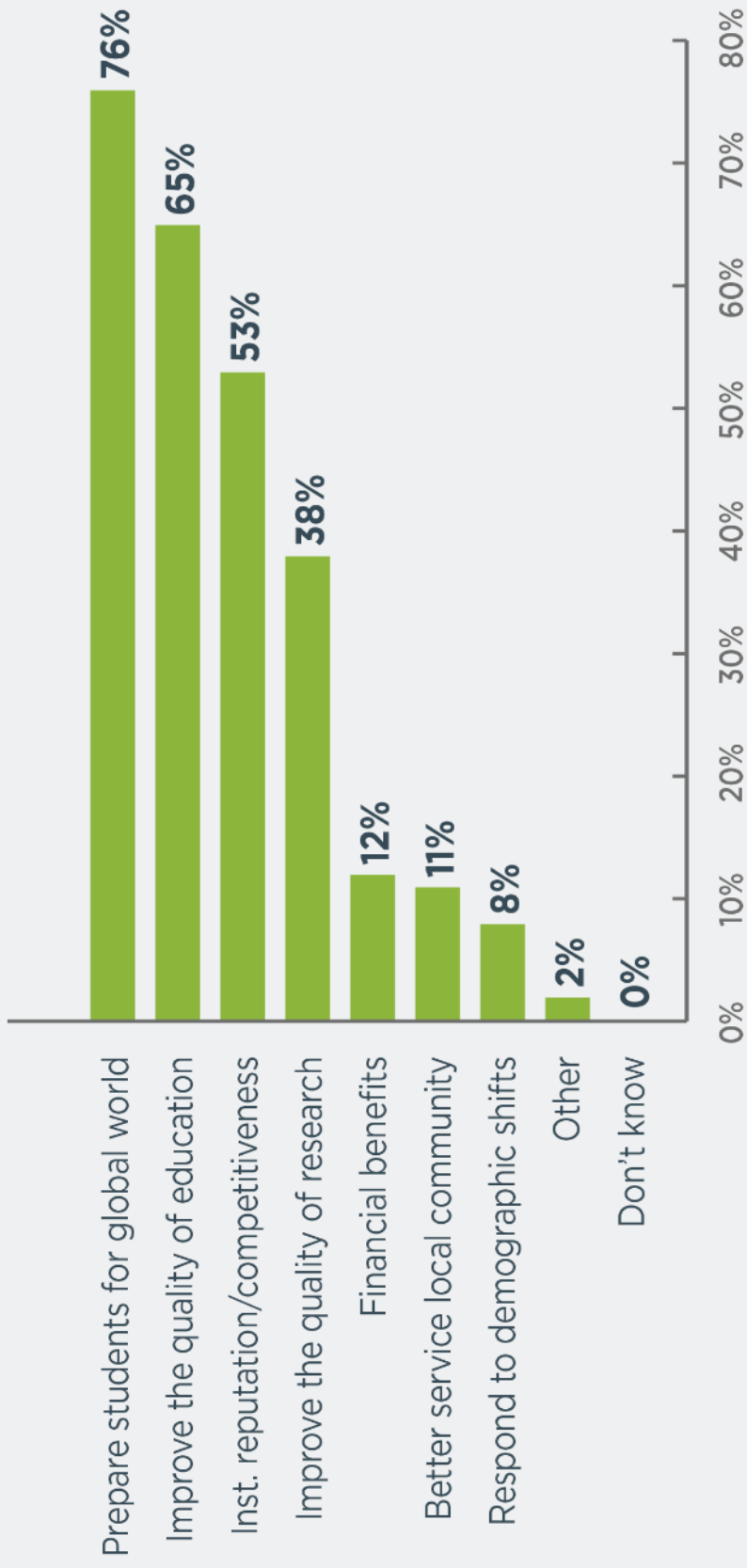
- Prerequisite to work on internationalisation at HEI in EHEA
- 2317 individual respondents from 1292 unique HEIs in 45 EHEA countries
- Top respondent numbers from NL, DE, FI & UK
- HEI's: 80% public; 54% research HEIs, 22% UAS & 17% specialised
- Position: 60% IO staff, 18% faculty, 14% other admin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

EAI Barometer: internationalisation in Europe 2nd edition

SELECTED KEY RESULTS

Goals:

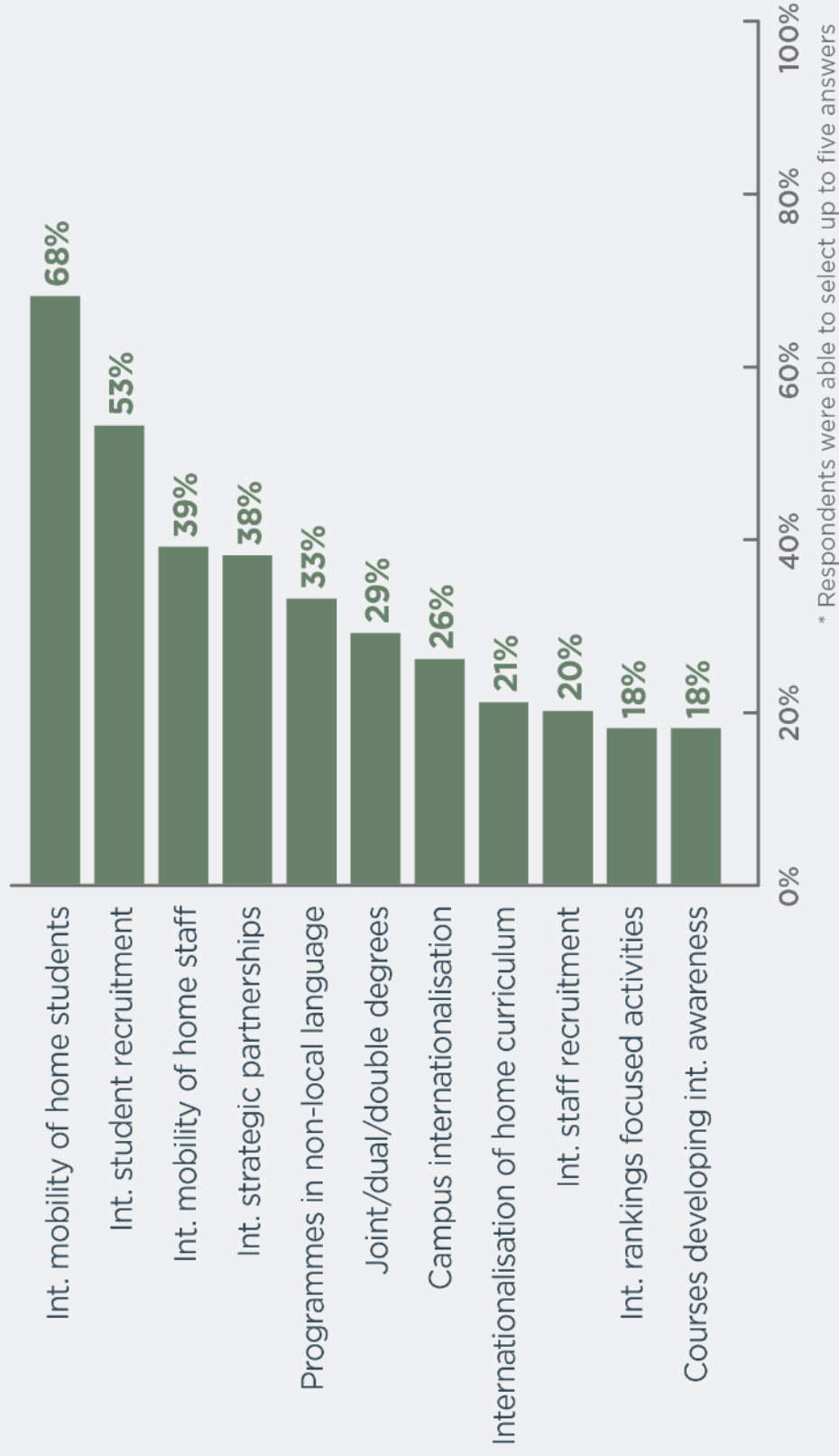
Main goals of internationalisation* (n=2317)



* Respondents were able to select up to three answers

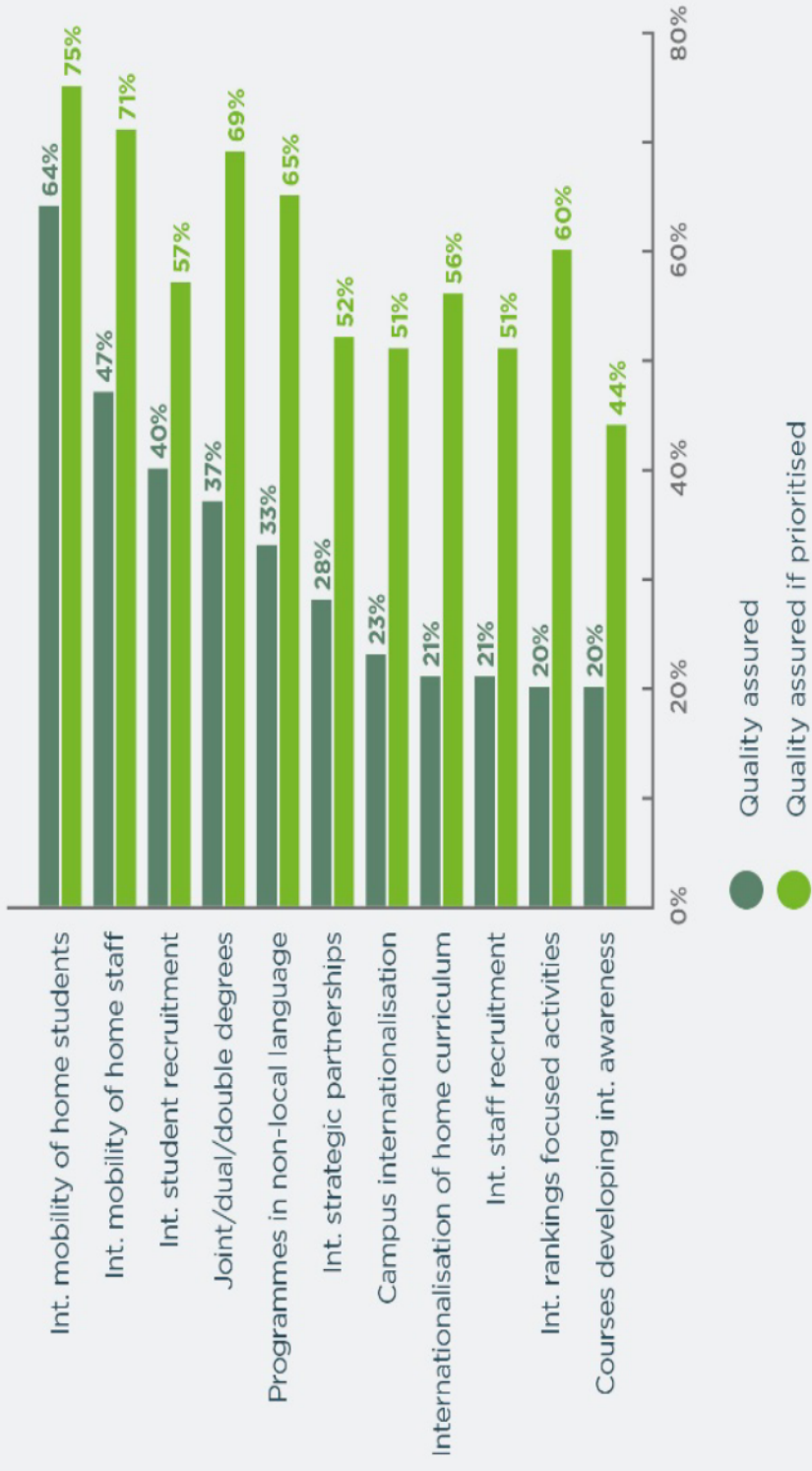
Priority activities:

Internationalisation activities prioritised in strategy* (n=1917)



Quality assurance:

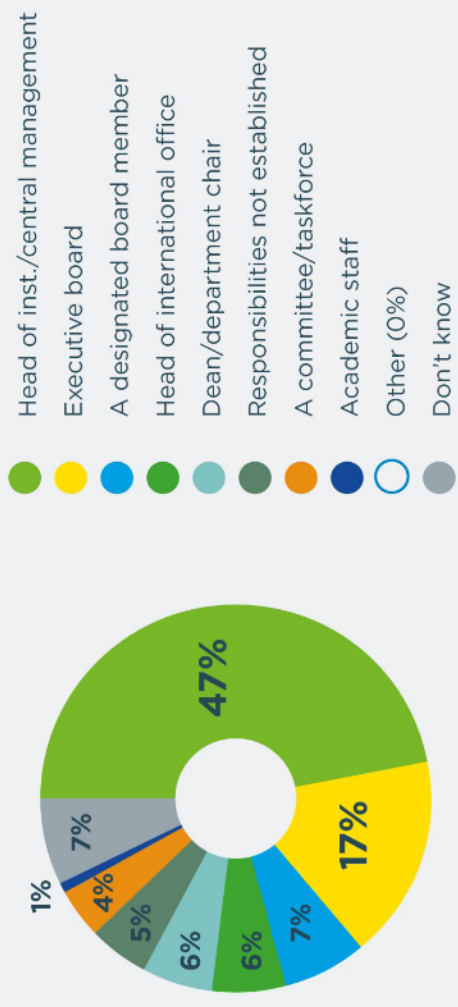
Top 10 activities assessed through internal quality assurance system and activities that are quality assessed if prioritised in strategy* (n=1166)



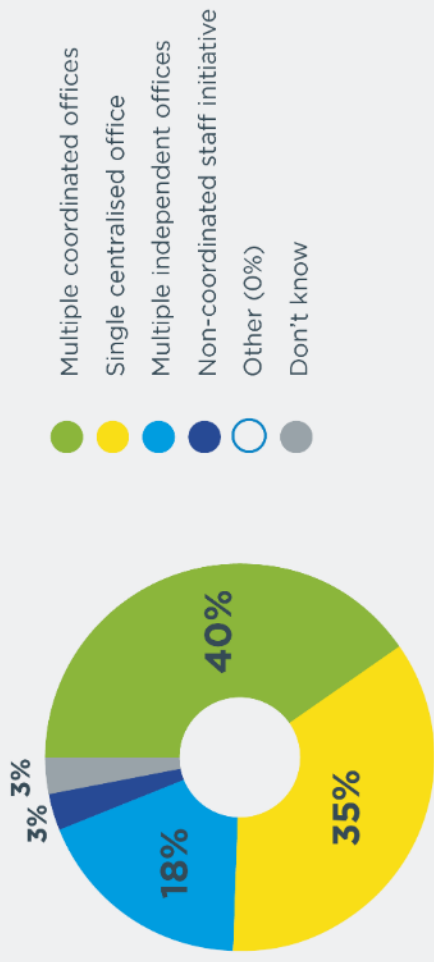
* Respondents were able to select multiple answers

Management & organisation:

Responsibility for decision-making on internationalisation (n=2317)

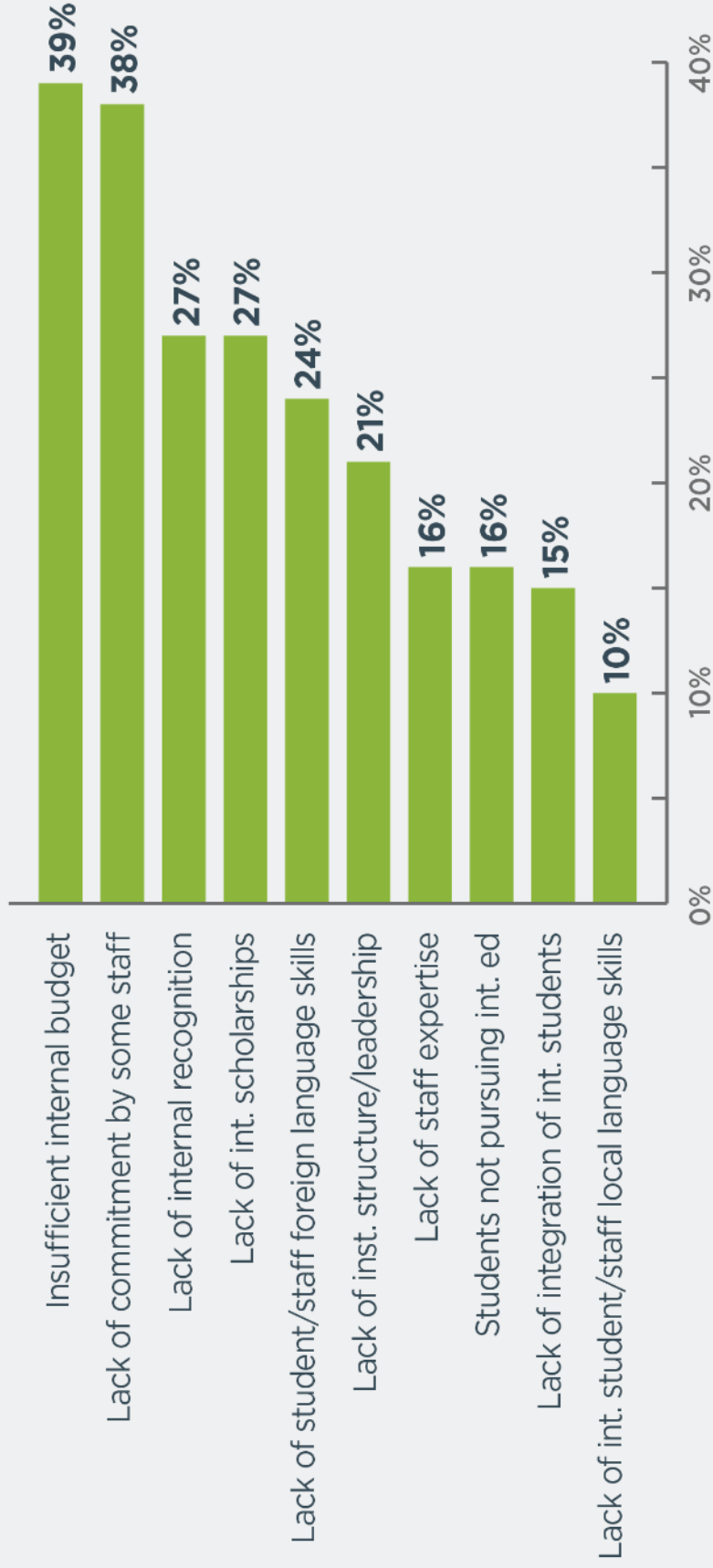


Organisation of internationalisation (n=2302)



Internal challenges:

Top 10 internal challenges* (n=2099)



* Respondents were able to select up to three answers

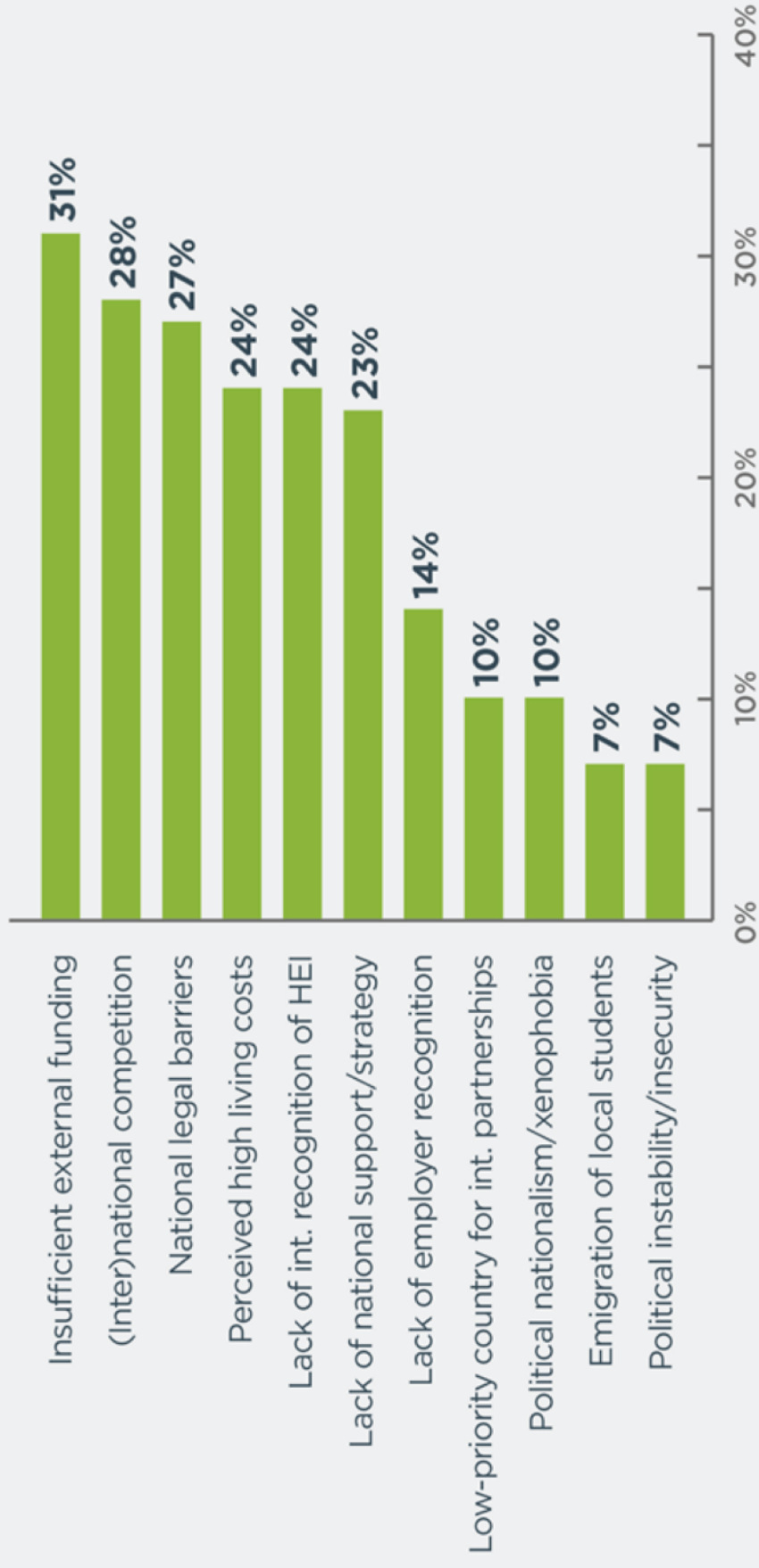
Impact of regional, national & EU-level:

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



External challenges:

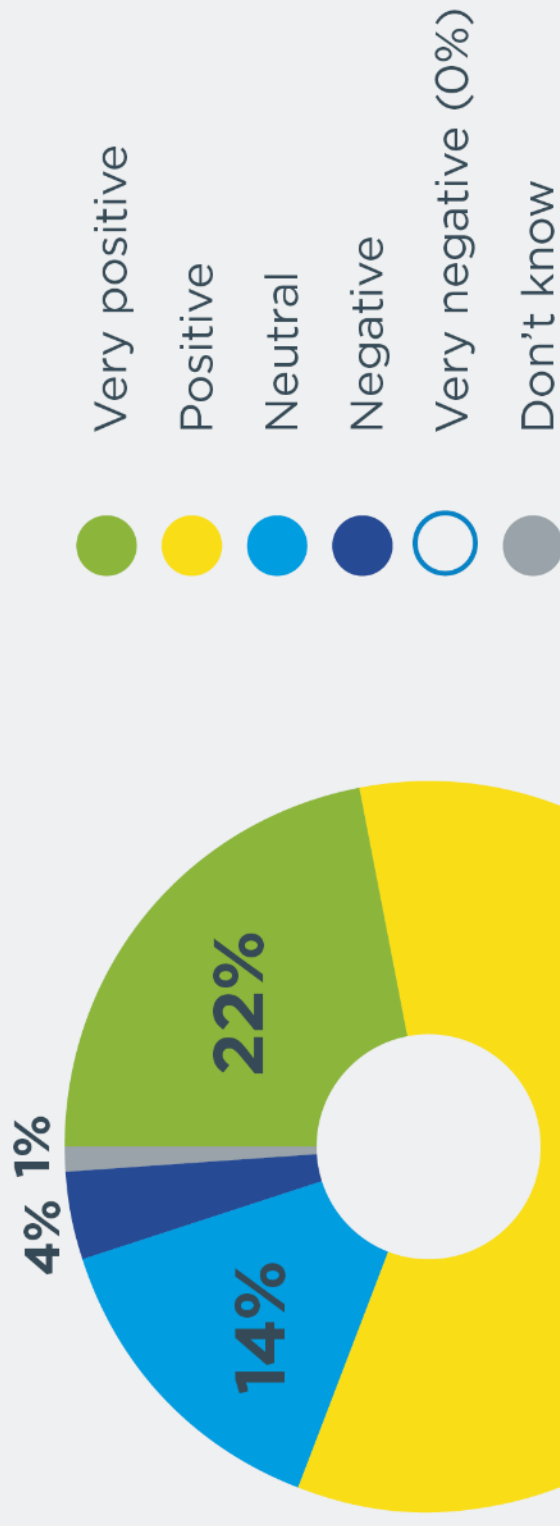
Top 10 external challenges* (n=2082)



* Respondents were able to select up to three answers

Future:

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



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?



THE EAIE
BAROMETER

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?



THE EAIE
BAROMETER

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

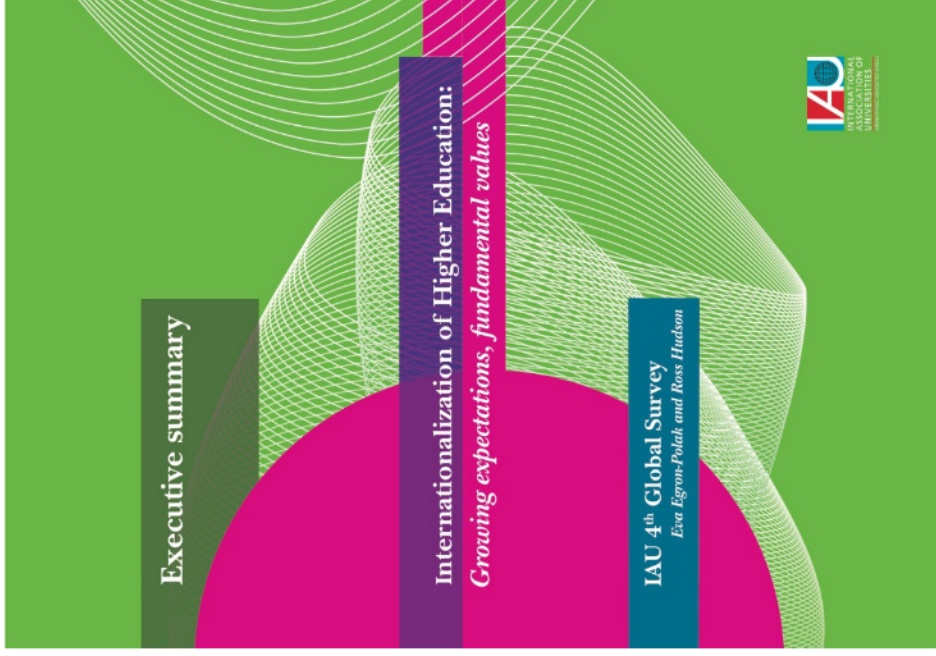


- Institution-led IHE with limited national/state funding
- Centralised management of IHE (cf. institutional culture)
- Lower rates of international research collaboration for faculty
- Students may not previously have been mobile



- 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
- 2006, 2010, 2014 & 2018
- 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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