

IAU 5th GLOBAL SURVEY ON INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONAL QUESTIONNAIRE

For the purpose of this questionnaire:

"Internationalization of higher education is defined as the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society." (De Wit, Hunter, Egron-Polak, Howard, 2015, building on Knight 2006)

A) Institutional Information and Profile

1) **Name of Institution:**

2) **Country:** (Pull Down list)

3) **What levels of qualification are offered at your institution?**

(Please select all that apply)

- BA/BSc (1st cycle) level
- MA/MSc (2nd cycle) level
- Doctorate (3rd cycle) level

4) **Which of the following types best describes your institution?**

(Please select one)

- Public
- Private not for profit
- Private for profit

5) **Which of the following best describe your institution?**

(Please select one)

- Predominantly research focused
- Predominantly teaching focused
- Focused both on teaching and research

6) **What was the total student enrolment at the beginning of the academic year 2016? Please**

report the full time equivalent (FTE) enrolment of degree seeking students who enrolled in 2016 (1st, 2nd and 3rd cycles combined)

(Please select one):

- Less than 1 000
- 1 001 to 5 000
- 5 001 to 10 000
- 10 001 to 20 000
- 20 001 to 50 000
- More than 50 000
- Don't know

B) Internationalization as an Institutional priority

7) Is internationalization mentioned in your institutional mission/strategic plan?

(Please select one)

- Yes
- No
- Don't know
- We don't have a mission/strategic plan

8) What level of importance does internationalization have for the leadership of your institution?

(Please select one)

- High
- Medium
- Low
- Not important
- Don't know

9) How has the level of importance of internationalization changed over the last three years for the leadership of your institution?

(Please select one)

- Substantially increased
- Increased
- Stayed the same
- Decreased
- Substantially decreased
- Don't know

10) What are the main sources of funds for the implementation of international activities at your institution?

(Please rank top three, where 1 = most important)

- General institutional budget

- Funds generated from international student fees
- Funds from other institutional international activities (e.g. TNE)
- External public funds – including grants and/or programs from international organizations
- External private funds - including grants from foundations, corporations and other sources
- Not funded
- Don't know
- Other (please specify):

11) What are the three most significant potential benefits of internationalization for your institution?

(Please rank top three, where 1 = most important)

- Enhanced international cooperation and capacity building
- Enhanced internationalization of the curriculum/internationalization at home.
- Enhanced prestige/profile for the institution
- Improved graduate employability
- Improved quality of teaching and learning
- Increased international awareness of / deeper engagement with global issues by students
- Increased international networking by faculty and researchers
- Increased/diversified revenue generation
- Opportunity to benchmark/compare institutional performance within the context of international good practice
- Strengthened institutional research and knowledge production capacity
- Other (please specify):

12) What are the three most significant potential risks of internationalization for your institution?

(Please rank top three, where 1 = most important)

- Brain drain
- Difficulty to assess/recognize quality of courses/programs offered by foreign institutions
- Excessive competition with other higher education institutions
- Homogenization of curriculum
- Increased xenophobia/racism on campus
- International opportunities accessible only to students with financial resources
- Over-emphasis on internationalization at the expense of other priorities of importance for staff and students
- Overuse of English as a medium of instruction
- Pursuit of international partnerships/policies only for reasons of prestige
- Reputational risk derived from our institution's activity in transnational education (TNE)
- Too much focus on recruitment of fee paying international students
- Unequal sharing of benefits of internationalization amongst partners
- Other (please specify):

13) Who are the key internal drivers of internationalization at your institution?

(Please rank top three, where 1 = most important)

- Head of Institution (President / Rector / Vice Chancellor)
- Deputy Head of Institution (Vice-President/ Vice-Rector / Deputy Vice-Chancellor /Chief

- Academic Officer / Provost)
 - Deans
 - Academic Department Heads
 - International Office
 - Faculty members
 - Administrative staff
 - Students
 - Other (please specify):

14) What are the key external drivers of internationalization at your institution?
 (Please rank top three, where 1 = most important)

- Business and industry demand
- Demand from foreign higher education institutions
- Demographic trends
- Government policy (national / state / province / municipal)
- National and international rankings
- Need to generate revenue
- Regional policies (for instance, EU, ASEAN, OAS)
- Societal expectations
- Other (please specify):

15) What are the three most important internal obstacles to advancing internationalization at your institution?
 (Please rank top three, where 1 = most important)

- Administrative / bureaucratic difficulties (e.g. no credit transfer; different academic years)
- Insufficient exposure to international opportunities
- Insufficient financial resources
- International engagement is not recognized for promotion or tenure
- Lack of knowledge of foreign languages
- Lack of or poorly resourced organizational structure/office responsible for internationalization
- Limited faculty involvement / interest
- Limited faculty capacity / expertise
- Limited institutional leadership/vision
- Limited student interest / participation
- No strategy/plan to guide the process
- Too rigorous/inflexible curriculum to participate in internationally focused programs, including student mobility.
- Other (please specify):

16) What are the three most important external obstacles to advancing internationalization at your institution?
 (Please rank top three, where 1 = most important)

- Anti-immigration and increasingly nationalist policies
- Difficulties of recognition and equivalences of qualifications, study programs and course credits

- Internationalization of higher education is not a national policy priority
- Lack of interest in our institution by potential partner institutions
- Language barrier
- Limited funding to support internationalization efforts/to promote our higher education internationally
- Perceptions of insecurity of our country
- Visa restrictions imposed by our country on foreign students, researchers and academics
- Visa restrictions imposed on our students, researchers and academics by other countries
- Other (please specify):

17) In your country, what are the three most significant potential societal risks associated with current trends in internationalization of higher education?

(Please rank top three, where 1 = most important)

- Anti-globalization sentiments
- Brain drain
- Commodification and commercialization of education
- Dominance of a 'western' epistemological approach
- Growing development gaps between our country/region and others
- Growing gaps (e.g. quality / prestige / institutional capacity) between higher education institutions within our country
- Increase in number of foreign 'degree mills' and/or low quality providers
- Increased xenophobia/racism in society
- Loss of cultural identity
- Loss of linguistic diversity
- Over-dependence on international students
- Unequal sharing of benefits of internationalization amongst countries
- Other (please specify):

C) Internationalization Policy and Activities

18) Has a formal policy/strategy for internationalization been elaborated at your institution?

(Please select one)

- Yes, as a stand-alone document
- Yes, internationalization forms an explicit part of the overall institutional strategy
- Being prepared
- No
- Don't know

19) If yes, when was the policy/strategy first elaborated?

(Please select one)

- Less than 1 year ago
- Between 1 and 5 years ago
- More than 5 and less than 10 years ago
- 10 or more years ago
- Don't know

20) Please answer the following questions related to your institution's internationalization policy/strategy and activities

(Please select one in each row)

Description of the policy/strategy	Yes	No	Don't know
Is the policy/strategy institution-wide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there an office/team to oversee the implementation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a budgetary provision for implementation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a monitoring and evaluation framework to assess progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there explicit targets and benchmarks related to the strategy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is an international dimension included in other institutional policies/strategies/plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21) In your institutional policies/strategies (including but not limited to internationalization policies/strategies), which values or principles are most strongly emphasized?

(Please rank the three that are most strongly emphasized, where 1 = most important)

- Academic freedom and institutional autonomy
- Academic purposes as central in the internationalization efforts
- Equity in access to internationalization opportunities
- Rights of international students and scholars
- Safeguarding and promotion of cultural and linguistic diversity
- Scientific integrity and research ethics
- Shared benefits, mutual respect, and fairness as the basis for international partnerships
- Shared decision-making
- Social engagement and responsibility both locally and globally
- Other (please specify):

22) Of the internationalization activities that are undertaken at your institution, which are given the highest priority?

(Please rank top three, where 1 = most important)

- Bi- or multilateral international student exchanges
- Delivery of distance/online education, and/or e-learning courses /programs
- Developing institutional strategic partnerships
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions
- International Alumni activities
- International development and capacity building projects

- International research collaboration
- Marketing and promoting our institution internationally
- Outgoing mobility opportunities / learning experiences for students (study abroad, international internships etc.)
- Outgoing mobility opportunities for faculty/staff
- Participation in international associations
- Participation in international events
- Recruiting fee paying international undergraduate students
- Recruiting fee paying international post-graduate students
- Recruiting foreign faculty
- Strengthening international/intercultural content of curriculum
- Transnational education provision (academic courses/programs abroad, branch campuses, overseas joint venture, franchises)
- Other (please specify):

23) How are internationalization activities assessed at your institution?
(Please select one)

- By an internal assessment process
- By an external review
- Both by an internal and an external review
- Internationalization activities are not assessed
- Other (please specify):

24) Does your institution have specific geographic priorities for internationalization?
(Please select one)

- Yes
- No
- Don't know

25) If yes, please rank the top three geographic regions in order of priority
(Please rank top three regions, where 1 = highest priority region)

- Africa
- Asia and Pacific
- Europe
- Latin America and Caribbean
- Middle East
- North America

26) Over the past three years, how has the level of overall funding to support specific internationalization activities changed at your institution?
(Please select one in each row)

	Level of funding has increased	Level of funding has remained	Level of funding has decreased	We have not undertaken this type of	Don't know

		stable		activity in the last three years	
Bi or multi-lateral International student exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery of distance/online education, and/or e-learning courses /programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing institutional strategic partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing joint and double/dual and multiple degree programs with foreign partner institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Alumni activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International development and capacity building projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International research collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing and promoting our institution internationally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outgoing mobility opportunities / learning experiences for students (study abroad, international internships etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outgoing mobility opportunities for faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in international associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in international events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting fee paying international undergraduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting fee paying international post-graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting foreign faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening international/intercultural content of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transnational education provision (academic courses/programs abroad, branch campuses, overseas joint venture, franchises)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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27) Is your institution involved in transnational education (TNE)?

(Please select one)

- Yes
- No
- Don't know

28) If yes, which types of transnational education (TNE) does it offer?

(Please select all that apply)

Type TNE offered:	BA/BSc (1 st cycle) level	MA/MSc (2 nd cycle) level	Doctorate (3 rd Cycle) level
Joint University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Franchise Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Branch Campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

29) Does your institution offer distance, online and/or e-learning courses (including MOOCs) / degree programs that are made available to students in other countries?

(Please select one)

- Yes
- No
- Don't know

30) If yes, at which level?

(Please select all that apply)

BA/BSc (1 st cycle) level	MA/MSc (2 nd cycle) level	Doctorate (3 rd Cycle) level	Non-degree granting courses/programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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31) Does your institution offer either joint degree programs or dual/double and multiple degree or both programs with international partners?

(Please select one)

- Yes
- No
- Don't know

32) If yes, which collaborative degree and at which level?

(Please select all that apply)

	BA/BSc (1st cycle) level	MA/MSc (2nd cycle) level	Doctorate (3rd cycle) level
<u>Joint</u> degree programs with international partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Dual/double and multiple</u> degree programs with international partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D) Internationalization of research

If your institution does not perform research at all you are not obliged to reply to the following four questions.

33) Is international research an integral part of your institutional internationalization activities?

(Please select one)

- Yes
- No
- Don't know

34) How would you describe the involvement in international research at your institution?

(Please select one)

- There is very little international research involvement
- Some international research is conducted by individual researchers
- There are a number of faculty/department-wide international research projects and collaborations

- There is an institutional approach to internationalization of research and the institution is involved in multi-disciplinary international research projects and collaborations
- Our institution is involved in defining national research projects.
- Don't know

35) What is the main source of funding for international research at your institution?

(Please select one)

- Institution own resources
- Grants from national agencies
- Grants from international organizations and agencies
- Funds from private companies
- There is almost no funding for international research
- Don't know
- Other (please specify):

36) Where does the main responsibility lie for the internationalization of research at your institution?

(Please select one)

- Head of Institution (President / Rector / Vice Chancellor)
- Deputy Head of Institution (Vice-President/ Vice-Rector / Deputy Vice-Chancellor /Chief Academic Officer / Provost)
- Head of the International Office
- Deans
- Head of Office of Research
- There is no-one specifically responsible
- Other (please specify):

E) Human resources and staff development

37) At your institution, to your best knowledge, what is the percentage of full time academic staff members who are international?

(Please select one)

- None
- Up to 5%
- 6 – 10%
- 11 – 20%
- 21 – 30%
- 31 – 40%
- 41 – 50%
- Over 50%
- Don't know

38) Does the hiring / promotion policy at your institution take into consideration previous international experience?

(Please select one)

- Yes, international experience is required
- Yes, international experience is desirable
- No, international experience is not taken into consideration in hiring/promotion policy
- Don't know

F) Student Mobility

39) International student enrolment (Degree-Seeking) - At the beginning of the 2016 academic year, what percentage of your total enrolment was comprised of international students at each degree level?

(Please estimate as a share of total full-time equivalent enrolment)

(Please select one in each row):

	None	Up to 5%	6% to 10%	11% to 15%	16% to 25%	More than 25%	Don't know	The institution does not offer this level of education
BA/BSc (1st cycle) level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MA/MSc (2nd cycle) level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctorate (3rd cycle) level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40) What do you foresee as the main challenges in the coming years with regard to recruitment of international Degree-Seeking students?

(Please rank top three, where 1 = most important)

- Concerns with security
- Difficulties related to recognition of prior qualifications
- Fear of xenophobia/racism
- Increased competition among institutions
- Lack of financial support
- Language barrier
- Mistrust due to cases of corruption / fraud
- Policy changes in source countries
- Visa/immigration policies
- Other (Please specify):

41) International student credit mobility (Incoming) - During the 2016 academic year, what percentage of enrolled students were international students spending between 1 and 12

months at your institution as part of their home study program (i.e. visiting, study abroad or exchange students earning credit)?

(Please estimate as a share of all full-time equivalent degree-seeking students)

(Please select one in each row)

	None	Up to 5%	6% to 10%	11% to 15%	16% to 25%	More than 25%	Don't know	The institution does not offer this level of education
BA/BSc (1st cycle) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MA/MSc (2nd cycle) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctorate (3rd cycle) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42) International student credit mobility (Outgoing): During the 2016 academic year, approximately what percentage of your students spent between 1 and 12 months studying at an institution in another country as part of their study program?

(Please estimate as a share of all full-time equivalent degree-seeking students)

(Please select one in each row)

	None	Up to 5%	6% to 10%	11% to 15%	16% to 25%	More than 25%	Don't know	The institution does not offer this level of education
BA/BSc (1st cycle) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MA/MSc (2nd cycle) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctorate (3rd cycle) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43) The number of refugees in the world is at an unprecedented level. Your institution has responded to this refugee emergency by:

(Please select all that apply)

- Adopting a strategy specifically intended to help refugees (students and scholars)
- Creating scholarships/grants for refugee students and scholars
- Developing special credentials/credit recognition procedures to admit refugee students
- Creating specific courses/programs for refugees
- Offering distance education and/or online courses targeting refugee students
- Hiring refugees as academic, researchers or administrative staff
- Working with NGOs and civil society groups to facilitate integration of refugees
- Other (please specify):

G) Internationalization of the curriculum/Internationalization at Home

44) Among the following possible ways to internationalize curriculum, please select the three most important ones being implemented at your institution

(Please rank top three, where 1 = most important)

- Activities that develop international perspectives of students (e.g. virtual mobility and global Classrooms, international projects and internships at home, internationally focused research etc.)
- Area studies programs / courses (e.g. African, Latin American, European studies, etc.)
- Assessment of international / intercultural learning outcomes
- Broadening the knowledge base of the curriculum beyond the Western canon
- Integrating the experience / expertise of international students to enrich the learning experience
- Integration of international / intercultural dimensions into learning outcomes for courses and programs
- Professional development for faculty to enhance their ability to integrate international / intercultural dimensions into teaching
- Programs / courses with an international theme (e.g. International Relations, Development Studies, Global Health, etc.)
- Requiring foreign language learning as part of the curriculum of non-language programs
- Teaching programs/courses in a non-local language (for example teaching engineering in English in France)
- Working with international and/or culturally and linguistically diverse groups in the local community
- Other (please specify):

45) Where does the main responsibility for internationalization of the curriculum lie at your institution?

(Please select one)

- Institutional level
- Faculty/ Institute level
- Department level
- Individual faculty member level
- Don't know

46) How important is internationalization of the curriculum/internationalization at home (not including mobility/study abroad/exchange) at your institution?

(Please select one)

- Very important
- Relatively important
- Not important
- Don't know

47) Has your institution defined a set of institution-wide learning outcomes related to international / global competencies that all graduates must achieve?
(Please select one)

- Yes
- In development
- No, learning outcomes are defined only at some faculties
- No
- Don't know

48) Which extra-curricular activities are undertaken as part of internationalization in your institution?

(Please rank top three, where 1 = most important)

- Buddy or mentor schemes to link international students with home student
- Housing that deliberately mixes international and home students
- Events that provide inter-cultural/international experiences on campus or in the local community
- Student volunteer work with local immigrant or cultural minority groups
- Student volunteer work with international development or other service projects
- Interaction with students in other countries using structured ICT-aided programs
- Intercultural skills-building workshops for staff and students
- Allocating special resources (money/space/staff) for intercultural activities
- Other (please specify):

49) Where does the main responsibility for extra-curricular activities for internationalization at home lie at your institution?

(Please select one)

- Institutional leadership
- International office
- Office of student services
- Faculties and departments
- Individual professors
- Student associations
- Don't know

H) Identification of respondents:

Replies are anonymous; the following information is requested in case we have questions or need clarification about your response. Your information will be used solely for this survey.

50) First Name and Surname:

51) Email address:

52) Which position best describes you?

(Please select one):

- Head of Institution (President / Rector / Vice Chancellor)
- Deputy Head of Institution (Vice-President/ Vice-Rector / Deputy Vice-Chancellor /Chief Academic Officer / Provost)
- Registrar
- Dean
- Academic Department Head
- Head of International Office
- Staff member in International Office
- Faculty member
- Other (please specify):

Partners



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