Current trends and challenges in the field of internationalization

- Markus Laitinen
  - Head of International Affairs,
  - EAIE Immediate Past President
Some "Truths" about internationalisation

• Internationalisation enhances quality!
  • Or does it?

• Research is international!
  • Or is it?

• The academic community always knows their best partners!
  • Or do they?

• International mobility affects students positively!
  • Or does it?

• Internationalisation improves our ranking!
  • Or does it?
  • And even if it does, does it matter?
What is an International university? – a rankings perspective

- THE
  - Proportion International students and faculty
  - International research collaboration (co-authorships)
- QS
  - International faculty and students
- US News
  - International research collaboration (co-authorships)
- RUR
  - International faculty and students
  - International research collaboration (co-authorships)
  - International Bachelors’ programmes
- URAP
  - International research collaboration (co-authorships)
- Shanghai
  - Nothing....
Trends: International Higher Education 1/3

- Internationalisation is more important than ever
  - Demographic changes
  - Increased interdependency of HEIs/HE systems
  - Labour market requirements – globalisation
  - Political challenges (Brexit, xenophobia, neo-nationalism)
  - Ranking-fever
  - Financial motivations; tuition fees, international research funding
  - Global competition for talent

- Internationalisation is much more integrated into institutional missions/strategies; de-marginalisation

- Mobility continues to grow, but flows likely to change

- Quality and impact of internationalisation need to be demonstrated more clearly
Trends: International Higher Education 2/3

- **Internationalisation is much more complex than before**
  - Not only mobility!
  - Co-existence of collaborative and competitive motivations
  - Ethical issues

- **New issues constantly emerging**
  - Rankings, TNE, Branch campuses, MOOCs, Strategic Partnerships and Networks, Supporting refugees and threatened scholars, Digitisation of services, Recruitment of international academic staff, IABs, SDGs...

- **New types of actors and partnerships**
  - Public and private: cities, regions, companies, consultants, student organisations...
Trends: International Higher Education 3/3

• Conclusion #1: Internationalisation should become much more embedded and broadly supported!
  • Libraries, Student services, Academic Affairs, Communications and PR, Career offices, Language centres, Human resources, Legal services...
  • And the Academic Community, of course!

• Conclusion #2: Internationalisation requires constant updating
  • Strategy/policy revision
  • Staff training, enhanced networking, benchmarking
Internationalisation and the EAIE Barometer 2018

PRACTITIONERS’ VIEWS
Priority activities:

Internationalisation activities prioritised in strategy* (n=1917)

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

* Respondents were able to select up to five answers
### Top 10 internationalisation activities prioritised in strategy by region*

*(n=1917)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>EHEA</th>
<th>Northern Europe</th>
<th>Eastern Europe</th>
<th>Southern Europe</th>
<th>Western Europe</th>
<th>Western Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int. mobility of home students</td>
<td>68%</td>
<td>67%</td>
<td>61%</td>
<td>76%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>Int. student recruitment</td>
<td>53%</td>
<td>63%</td>
<td>62%</td>
<td>50%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Int. mobility of home staff</td>
<td>39%</td>
<td>38%</td>
<td>47%</td>
<td>49%</td>
<td>28%</td>
<td>51%</td>
</tr>
<tr>
<td>Int. strategic partnerships</td>
<td>38%</td>
<td>44%</td>
<td>28%</td>
<td>31%</td>
<td><strong>43%</strong></td>
<td>30%</td>
</tr>
<tr>
<td>Programmes in non-local language</td>
<td>33%</td>
<td>32%</td>
<td>46%</td>
<td>33%</td>
<td>32%</td>
<td>19%</td>
</tr>
<tr>
<td>Joint/dual/double degrees</td>
<td>29%</td>
<td>22%</td>
<td>31%</td>
<td>34%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>Campus internationalisation</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
<td>22%</td>
<td><strong>34%</strong></td>
<td>18%</td>
</tr>
<tr>
<td>Internationalisation of home curriculum</td>
<td>21%</td>
<td>20%</td>
<td>13%</td>
<td>14%</td>
<td><strong>34%</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Int. staff recruitment</td>
<td>20%</td>
<td>28%</td>
<td>21%</td>
<td>13%</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Int. rankings focused activities</td>
<td>18%</td>
<td>16%</td>
<td>25%</td>
<td>22%</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Courses developing int. awareness</td>
<td>18%</td>
<td>16%</td>
<td>10%</td>
<td>10%</td>
<td>28%</td>
<td>18%</td>
</tr>
</tbody>
</table>

* Respondents were able to select up to five answers
Organisation of internationalisation (n=2302)

- 40%: Multiple coordinated offices
- 35%: Single centralised office
- 18%: Multiple independent offices
- 3%: Non-coordinated staff initiative
- 3%: Other (0%)
- Don’t know
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
### Internal challenges – regional results:

<table>
<thead>
<tr>
<th>Top 10 internal challenges by region* (n=2099)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHEA</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Insufficient internal budget</td>
</tr>
<tr>
<td>Lack of commitment by some staff</td>
</tr>
<tr>
<td>Lack of internal recognition</td>
</tr>
<tr>
<td>Lack of int. scholarships</td>
</tr>
<tr>
<td>Lack of student/staff foreign language skills</td>
</tr>
<tr>
<td>Lack of inst. structure/leadership</td>
</tr>
<tr>
<td>Lack of staff expertise</td>
</tr>
<tr>
<td>Students not pursuing int. education</td>
</tr>
<tr>
<td>Lack of integration of int. students</td>
</tr>
<tr>
<td>Lack of int. student/staff local language skills</td>
</tr>
</tbody>
</table>

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

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

- Very positive: 22%
- Positive: 14%
- Neutral: 4%
- Negative: 1%
- Very negative (0%)
- Don’t know: 59%
Why EAIE?

- Your one-stop shop of IHE capacity building
- Conference
  - Helsinki, September 24-27, 2019
- Training
  - Academies twice a year
- Spotlight seminars
  - Internationalisation at home Nov 28-29, register today!
- Publications & Blogs
- Barometer and other surveys
- Priority country status (Czech Republic, Poland, Hungary)
  - Czech most successful of the three
    - 46% increase in conference attendance 2016-18
    - 173% increase in membership 2016-18
  - Excellent co-operation with DZS!
Some ”Truths” about internationalisation - Revisited

• Internationalisation enhances quality!
  • In order to contribute to quality, internationalisation must be of quality itself!

• Research is international!
  • All research is not equally international!

• The academic community always knows their best partners!
  • In most cases academics do know their best partners, but they are not always aware of new opportunities!

• International mobility affect students positively!
  • We do not (yet) know. But we know that international experience can also have an adverse effect!

• Internationalisation improves our ranking!
  • Doing anything to rankings’ sake is putting the cart before the horse!