



IAU 6th GLOBAL SURVEY ON INTERNATIONALIZATION OF HIGHER EDUCATION *INSTITUTIONAL QUESTIONNAIRE*

The International Association of Universities (IAU) and partners are pleased to launch the sixth edition of the Global Survey on Internationalization of Higher Education.

The Global Survey is conducted by IAU thanks to the support of sponsoring partners:

- Agence Universitaire de la Francophonie (AUF)
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- Council of Europe (CoE)
- German Rectors' Conference (HRK)
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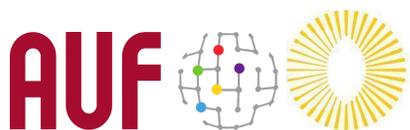
- Academy for research and higher education (ARES), Belgium
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- Global Student Forum (GSF)
- Inter-American Organization for Higher Education (OUI-IOHE)
- National Interuniversity Council of Argentina (CIN)
- Ontario Institute for Studies in Education (OISE) - University of Toronto

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

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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, H., Hunter F., Howard L., Egron-Polak E. (Eds.) (2015) "Internationalization of Higher Education", European Parliament, Brussels: EU)

Instructions:

- Please note that the invitation to participate in the survey may reach several persons within each institution. However, we need only one comprehensive answer per institution, which represents the perspective of the entire institution. Therefore, we kindly invite you to coordinate internally before replying to the survey.
- We advise you to consult with your colleagues to gather the necessary information before replying to the online questionnaire. You can use this questionnaire in PDF format in order to collect all the necessary data prior to completing the online questionnaire.
- To support you in your responses, we have prepared a compilation of [definitions of terms](#) used in the questionnaire.

The survey is composed of the following sections:

- A) Institutional Information and Profile
- B) Importance, benefits and challenges to internationalization
- C) Internationalization governance
- D) Internationalization of teaching and learning: activities
- E) Internationalization of teaching and learning: Internationalization of the curriculum at home
- F) Internationalization of research
- G) Internationalization and societal/community engagement
- H) Emerging Issues and the Future of Internationalization
- I) Contact details

A) Institutional Information and Profile

1. Terms of data use: (please tick the box to agree, otherwise you will not be able to complete the survey)

I agree that IAU may use the data provided in my answers for research, presentations and publications. The data will not be shared with any third parties beyond the partners listed in the introduction, nor be sold. It may appear in aggregated form or as examples as part of the data analysis, but treated anonymously. The names and emails provided by respondents will not be part of the analysis and will only be used in order to communicate the results of the survey.

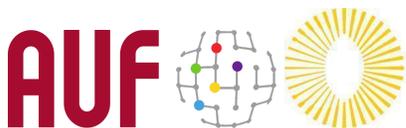
2. Name of Institution: (Short text box open answer in the online version)

3. OPTIONAL: What is the unique WHED identification number of your higher education

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institution? Please find [here your WHED ID](#) e.g. IAU-00001

4. **Country:** (drop down list in the online version)

5. **What levels of qualification are offered at your institution?**
(Please select all that apply)

- Bachelor (1st cycle) or equivalent level (ISCED 6)
- Master (2nd cycle) or equivalent level (ISCED 7)
- Doctorate (3rd cycle) or equivalent level (ISCED 8)

6. **Which of the following types best describes your institution?**
(Please select only one)

- Public
- Private not for profit
- Private for profit

7. **What was the total student enrolment in the academic year that started in 2021? Please report the full time equivalent (FTE) enrolment of all degree seeking students (both domestic and international) who enrolled in 2021 (1st, 2nd and 3rd cycles combined)**
(Please select only 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

8. **What is the language most commonly used as a medium of instruction at your institution?**

(Short text box open answer in the online version)

B) Importance, benefits and challenges to internationalization

9. **What level of importance does internationalization have for the leadership of your institution?**

(Please select only one)

- High
- Medium
- Low
- Not important

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10. How has the level of importance of internationalization changed over the last five years for the leadership of your institution?
 (Please select only one)

- Substantially decreased
- Decreased
- Stayed the same
- Increased
- Substantially increased

11. If the level of importance of internationalization has increased for the leadership of your institution, please select the factors/reasons/etc. most responsible for this change:

(Please reply to this question only if you replied that the level of importance has increased or substantially increased and select a maximum of three)

- Increased demand and/or support by government or governmental organisations (national, regional, etc.) to focus on internationalization
- Increased interest/demand by students at our institution
- Increased interest/demand by academic staff at our institution
- Increased interest/demand by administrative staff at our institution
- Increased need for income generation through internationalization
- Increased need to strategically connect with other HEIs globally
- Requirement for international accreditation
- Requirement from international rankings
- Shift of priorities at institutional level
- Other (please specify):

12. If the level of importance of internationalization has decreased for the leadership of your institution, please select the factors/reasons/etc. most responsible for this change:

(Please reply to this question only if you replied that the level of importance has decreased or substantially decreased and select a maximum of three)

- Budget restrictions
- COVID-19 pandemic
- Geopolitical dynamics
- Increased nationalist policies
- Shift of priorities at institutional level
- Diminished interest/demand by academic staff at our institution
- Diminished interest/demand by administrative staff at our institution
- Diminished interest/demand by students at our institution
- Other (please specify):

13. What is the importance of the following key internal drivers of internationalization at your institution?

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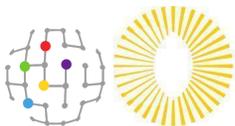


(Please select only one per row)

	Very important	Important	Somewhat important	Not 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				
Heads of research laboratories				
International Office (at central/institutional level)				
Academic staff (teachers and researchers)				
Administrative staff				
Student unions/student				

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organisations				
Individual students				

14. What is the importance of the following key external drivers of internationalization at your institution?
 (Please select only one per row)

	Very important	Important	Somewhat important	Not important
Business and industry demand				
Demand from foreign higher education institutions				
Demographic trends				
Global policies/agendas (including UN Agenda 2030)				
Government policy (national / state / province / municipal)				
National and international rankings				
Need to generate revenue				
Need to find				

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solutions for global challenges				
Regional policies (for instance, EU, ASEAN, OAS)				
Societal expectations				

15. What are the most significant potential benefits of internationalization for your institution?

(Please select a maximum of three options)

- Enhanced international cooperation and capacity building
- Enhanced internationalization of the curriculum at home
- Enhanced prestige/profile for the institution
- Improved graduate employability
- Improved quality of teaching and learning
- Improved quality of research
- Increased global, international and intercultural knowledge, skills and competences for both students and staff
- Increased international networking by professors and researchers
- Increased/diversified revenue generation
- Opportunity to benchmark/compare institutional performance within the context of international good practice
- Possibility to continue specific study programmes, which would otherwise be endangered due to under-enrolment of domestic students
- Other (please specify):

16. What are the most significant potential risks of internationalization for your institution?

(Please select a maximum of three options)

- Difficulty to combine/integrate it with other institutional priorities (e.g. diversity, equity and inclusion and sustainable development)
- Difficulty to assess/recognize quality of courses/programmes offered by foreign institutions
- Excessive competition with other higher education institutions
- Homogenization of curriculum
- Increased workload for academic and administrative staff
- Increased xenophobia/racism on campus
- Limited inclusivity - international opportunities accessible only to students from more privileged backgrounds (socio-economic background, ethnicity, higher education family background, health and disabilities, etc.)



- Loss of students to other countries
- Loss of academic and administrative staff to other countries
- 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)
- Security-related risks (copyright, intellectual property rights, illegal transfer of research data or research accomplishments, dual use of research outcomes, etc.)
- Too much focus on recruitment of fee paying international students
- Unequal sharing of benefits of internationalization amongst partners
- Other (please specify):

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

(Please select a maximum of three options)

- Brain drain
- COVID-19 pandemic and related consequences
- Commodification and commercialization of education
- Decreased academic autonomy due to government regulations
- Dominance of a 'western' epistemological approach
- Ecological footprint of student and staff mobility
- Growing development gaps between our country/region and others
- Growing gaps (e.g. quality / prestige / institutional capacity) between higher education institutions within our country
- Increased anti-globalization sentiments
- 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
- Security-related risks
- Unequal sharing of benefits of internationalization amongst countries
- Other (please specify):

18. What are the most important internal obstacles or challenges to advancing internationalization at your institution?

(Please select a maximum of three options)

- Limited institutional leadership/vision
- No strategy/plan to guide the process
- Competing priorities at institutional level
- Insufficient financial resources
- Insufficient international opportunities to meet stakeholder interest/demand
- Administrative / bureaucratic difficulties (e.g. credit transfer limitations; different academic years)
- Lack of or poorly resourced organizational structure/office responsible for internationalization

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- International engagement is not recognized for promotion or tenure
 - Lack of knowledge of foreign languages by students
 - Lack of knowledge of foreign languages by academic staff
 - Lack of knowledge of foreign languages by administrative staff
 - Limited involvement / interest of academic staff (teachers and researchers)
 - Limited capacity / expertise of academic staff (teachers and researchers)
 - Limited involvement / interest of administrative staff
 - Limited capacity / expertise of administrative staff
 - Limited student interest
 - Limited student participation due to constraints (including financial ones)
 - Limited/lack of technological resources to engage in virtual internationalization
- opportunities
- Too rigorous/inflexible curriculum to participate in international activities, including student mobility.
 - Other (please specify):

19. What are the most important external obstacles or challenges to advancing internationalization at your institution?

(Please select a maximum of three options)

- Anti-immigration and increasingly nationalist policies
- Difficulties of recognition and equivalences of qualifications, study programs and course credits at regional/national level
- Geopolitical dynamics
- Foreign institutions are not interested in partnering with our institution
- Internationalization of higher education is not a policy priority for our government(s)
- Lack of local internship and future employment opportunities for international students (e.g. due to lack of capacity and/or willingness by the business sector to hire and retain international talent)
- Language barriers
- Limited funding to support internationalization efforts/to promote our institution internationally
- Negative perceptions of the situation in our country (political, economic, security aspects, etc.)
- 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):

C) Internationalization governance

20. Does your institution have a formal policy, strategy or plan for internationalization?

(Please select one)

- No
- Not yet, but it is in preparation



- Yes, as an explicit section of the overall institutional strategy
- Yes, as a stand-alone document
- Yes, internationalization is embedded in the overall institutional strategy (no designated internationalization chapter, nor separate internationalization strategy, but internationalization objectives are fully integrated in the overall institutional strategy)

Note: Only if you choose one of the three “Yes” options in Q20 you have to reply to Q21 and the following ones. If you reply “No” or “Not yet” you will skip to Q24.

21. If a formal policy, strategy or plan for internationalization has been elaborated, what is its current status?

(Please select one)

- It has been recently revised or issued
- It is currently under revision
- It is soon to be revised
- No revision or changes have been recently done nor are previewed in the near future

Note: If you reply that no revision or changes are intended in Q21 you will skip Q22.

22. Is this revision mainly due to the COVID-19 crisis?

(Please select one)

- Yes, definitely
- Yes, to a large extent
- Yes, but only to some extent
- No

23. Please answer the following questions related to your institution's internationalization policy/strategy/plan and activities

(Please select only one per row)

Description of the policy/strategy/plan	Yes	No
Is the policy/strategy/plan institution-wide?	<input type="checkbox"/>	<input type="checkbox"/>
Do faculties/schools/departments in your institution have their own internationalization policies/strategies/plans?	<input type="checkbox"/>	<input type="checkbox"/>
Are targets and benchmarks to be reached defined in the policy/strategy/plan?	<input type="checkbox"/>	<input type="checkbox"/>
Is there an office/team to oversee the	<input type="checkbox"/>	<input type="checkbox"/>



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implementation of the policy/strategy/plan?		
Is there a monitoring and evaluation framework to assess progress?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a specific budgetary provision for implementation?	<input type="checkbox"/>	<input type="checkbox"/>
Is an international dimension included in other institutional policies/strategies/plans?	<input type="checkbox"/>	<input type="checkbox"/>
Are students (student organisations and/or student representatives) involved in the design, evaluation and implementation of the policy/strategy/plan?	<input type="checkbox"/>	<input type="checkbox"/>
Is the policy/strategy/plan in line with the national internationalization strategy (if one exists)?	<input type="checkbox"/>	<input type="checkbox"/>

24. Does your institution have specific geographic priorities for internationalization?

- Yes
 No

25. If yes, what is the level of priority of the following regions for your institution?
(Please select only one per row)

	Very important	Important	Somewhat important	Not important
Asia and Pacific				
Europe				
North America				
Latin America and Caribbean				
North Africa and the Middle East				
Sub-Saharan Africa				



26. What is the importance of the following funding sources for international activities at your institution?

(Please select only one per row)

	Very important	Important	Somewhat important	Not important
General institutional budget				
International student fees				
Other institutional international activities (e.g. TNE)				
Our own government (national/federal/state/local)				
Private donors (charities, foundations, etc.)				
Private businesses				
Foreign governments (bilateral cooperation and aid and development)				
International organizations (World Bank, European Union, ASEAN, etc.)				



27. Do the recruitment and/or promotion policies for academic staff at your institution include prior international experience as a requirement?

(Please select only one)

- Yes,
- Partly, it depends on the position
- No, but it is seen as desirable/an asset
- No

28. Do the recruitment and/or promotion policies for administrative staff at your institution include prior international experience as a requirement?

(Please select only one)

- Yes,
- Partly, it depends on the position
- No, but it is seen as desirable/an asset
- No

29. Do the recruitment and promotion policies related to academic staff at your institution take into consideration foreign language skills?

(Please select only one)

- Yes, knowledge of at least one foreign language is required
- Partly, knowledge of at least one foreign language is usually required
- Partly, knowledge of at least one foreign language is desirable/an asset
- No, there are no foreign language requirements in recruitment and promotion policies

30. Do the recruitment and promotion policies related to administrative staff at your institution take into consideration foreign language skills?

(Please select only one)

- Yes, knowledge of at least one foreign language is required
- Partly, knowledge of at least one foreign language is usually required
- Partly, knowledge of at least one foreign language is desirable/an asset
- No, there are no foreign language requirements in recruitment and promotion policies

31. Of the internationalization activities that are undertaken at your institution, which ones are given the highest priority?

(Please select a maximum of three)

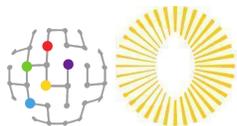
- Strengthening international/intercultural content of curriculum and/or co-curriculum
- Incoming degree-seeking student mobility (recruitment of international students)
- Incoming credit-seeking student mobility (student exchanges)
- Outgoing credit-seeking student mobility (student exchanges)
- Virtual internationalization opportunities for students (COIL, virtual exchanges, etc.)

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- Recruiting foreign academic and administrative staff
- Incoming mobility opportunities for academic and administrative staff (e.g. visiting professors, secondments, etc.)
- Outgoing mobility opportunities for academic and administrative staff
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions
- Transnational education (TNE) provision (academic courses/programmes abroad, branch campuses, overseas joint venture, franchises)
- International research collaboration and outputs (e.g international co-publications)
- International development and capacity building projects
- Other (please specify):

32. How has the importance of the following internationalization activities changed in the last five years?

(Please select only one per row)

	Increased	Stayed the same	Decreased	Not applicable
International development and capacity building projects				
International research collaboration and outputs (e.g international co-publications)				
Bi- or multilateral international student exchanges				
Outgoing mobility opportunities / learning experiences for students (study abroad, international internships and placements, etc.)				



Outgoing mobility opportunities for academic and administrative staff				
Recruiting foreign academic and administrative staff				
Incoming mobility opportunities for academic and administrative staff (e.g. visiting professors, secondments, etc.)				
Short term programmes / summer schools				
Marketing and promoting our institution internationally				
International Alumni activities				
Participation in international events				
Participation in international associations				

33. How has the number of your institution's international partnerships changed over the last 5 years?
(Please select only one)



- Decreased
- Stayed the same
- Increased

Note: If you reply in Q33 “stayed the same” you will skip Q34

34. Do you think that these changes are mainly a result of the COVID-19 crisis?
(Please select only one)

- Yes, definitely
- Yes, to a large extent
- Yes, but only to some extent
- No

D) Internationalization of teaching and learning: activities

35. Does your institution offer collaborative degree programmes with international partners?

- Yes
- No

Note: If you reply “No” in Q35 you will skip Q36, Q37 and Q38 and go directly to Q39.

36. If yes, how has the number of collaborative degree programmes changed in the last five years?
(Please select only one per row)

	Decreased	Stayed the same	Increased	Not applicable
<u>Joint</u> degree programmes with international partners				
<u>Dual/double and multiple</u> degree programmes with international partners				

37. Has the introduction or increase of online collaboration impacted on joint degree programmes or dual/double and multiple degrees at your institution?

- Yes
- No



38. If yes, how has the increase in online collaboration impacted on joint degree programmes or dual/double and multiple degrees?

(Please select all that apply)

- It has led to the inclusion of a new online component to existing joint degree programmes with international partners
- It has led to the inclusion of a new online component to existing dual/double and multiple degree programmes with international partners
- It has led to the creation of new joint degree programmes with international partners that include an online component
- It has led to the creation of new dual/double and multiple programmes with international partners that include an online component
- It has led to the creation of new completely online joint degree programmes with international partners
- It has led to the creation of new completely online dual/double and multiple programmes with international partners
- It has necessitated new investments in equipment and/or staff training
- It has affected student evaluations of these programmes
- It has presented challenges for academic staff to adopt new teaching methods.
- It has presented challenges for administrative staff to adopt new processes and procedures
- Other (please specify)

39. Is your institution involved in transnational education (TNE)?

- Yes
- No

Note: If you reply “No” in Q39 you will skip Q40 and Q41 and go directly to Q42

40. If yes, how has the importance of the following types of transnational education (TNE) changed over the past five years?

(Please select only one per row)

Type TNE offered:	Decreased	Stayed the same	Increased	Not applicable
Joint University				
Franchise Programs				
International Branch Campus				



Articulation Programs				
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41. Do you think that these changes are mainly a result of the COVID-19 crisis?
(Please select only one)

- Yes, definitely
- Yes, to a large extent
- Yes, but only to some extent
- No

42. Does your institution engage in virtual internationalization opportunities?

- Yes
- No

Note: If you reply “No” in Q42 you will skip Q43 and Q44 and go directly to Q45

43. If yes, how has the importance of the following virtual internationalization opportunities changed over the past five years?
(Please select only one per row)

Type of virtual internationalization opportunity	Increased	Stayed the same	Decreased	Not applicable
Online preparatory courses (language training, etc.) offered by our institution to students in other countries				
MOOCs offered by our institution to students in other countries				
Online degree programmes offered by our institution to students in other countries				
Collaborative Online International Learning (COIL)				
Virtual exchanges				

44. Do you think that these changes are mainly a result of the COVID-19 crisis?
(Please select only one)



- Yes, definitely
- Yes, to a large extent
- Yes, but only to some extent
- No

E) Internationalization of teaching and learning: Internationalization of the curriculum at home

45. How has the importance of internationalization of the curriculum at home (excluding staff and student mobility) changed at your institution over the last five years?
(Please select only one)

- Substantially increased
- Somewhat increased
- Stayed the same
- Decreased

46. How has the importance of the following possible ways to internationalize curriculum, changed over the last five years at your institution?
(Please select one per row)

	Decreased	Stayed the same	Increased	Not applicable
Online activities that develop international perspectives of students at home (e.g. virtual exchange, COIL , online collaborative international projects; virtual international internships, etc.)				
Area studies programmes / courses (e.g. African, Asian, Arabic, North /				



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Latin American, European studies, etc.)				
Assessment of international / intercultural learning outcomes				
Broadening the knowledge base of the curriculum beyond the canon				
Community engagement through, for example, inviting representatives of local cultural and/or linguistically diverse groups to participate in co-curricular activities or service learning projects focused on working with such groups.				
Integrating the experience / expertise of international students to enrich the learning experience				
Integration of international / intercultural dimensions into learning				



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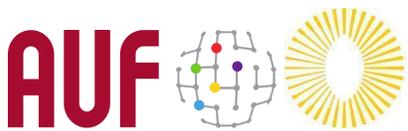
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outcomes for courses and programmes				
Integration of international / intercultural dimensions into student assessment activities for courses and programmes				
Leveraging the experience/expertise of international staff to enrich the learning experience				
Professional development for professors to enhance their ability to integrate international / intercultural dimensions into teaching				
Programmes / courses with an international theme (e.g. International Relations, Development Studies, Global Health, etc.)				
Requiring foreign language learning as part of the				



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curriculum of non-language programmes				
Teaching programmes/courses in a non-local language				

47. Does your institution describe a set of international, intercultural or global learning outcomes or graduate capabilities that all graduates must achieve?

(Please select only one)

- Yes, there are international, intercultural or global learning outcomes defined at national level for all HEIs
- Yes, there are international, intercultural or global learning outcomes defined at institutional level.
- Yes, general guidelines are given at the institutional level and intercultural or global learning outcomes are defined at faculty, department or programme level
- No, international/intercultural/global learning outcomes are included at the discretion of defined individual faculties/departments
- No, but they are in development
- No

48. How has the importance of the following extra-curricular activities changed over the last five years at your institution?

(Please select one per row)

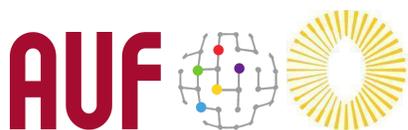
	Decreased	Stayed the same	Increased	Not applicable
Allocating special resources (money/space/staff) for intercultural and globally focused activities				
Buddy or mentor schemes to				



foster interactions among international and domestic students				
Events that provide inter-cultural/international experiences on campus or in the local community				
Housing that deliberately mixes international and home students				
Interaction with students in other countries using virtual internationalization				
Intercultural skills-building workshops for staff and students				
Structured programs such as Intercultural Service Learning Projects; Global Leadership Programmes				
Student volunteer work				

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with local immigrant, refugees or cultural minority groups				
Student volunteer work with international development or other service projects				
Support to student led initiatives such as alumni organisations focused on internationalization, international student networks, etc.				

F) Internationalization of research

49. Which of the following best describes your institution?

(Please select only one)

- Teaching only institution (no research conducted at all)
- Predominantly teaching focused
- Focused roughly equally on both teaching and research
- Predominantly research focused

Institutions which reply “Teaching only institution (no research conducted at all)” to the previous question will skip this section and go to section G.

50. How would you describe the involvement in international research at your institution?

(Please select only one)

- There is very little international research involvement
- Some international research is conducted by individual researchers
- International research tends to be conducted mostly by specific research center(s)

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- There are a number of faculty/department-wide international research projects and collaborations
- The institution is involved in a range of disciplinary and/or multidisciplinary international research projects and collaborations.

51. What are the main sources of funding for international research at your institution?
(Please select select a maximum of three)

- Institution's own resources
- Grants from national governmental agencies
- Grants from national foundations and NGOs
- Funding from national private companies
- Grants from international organizations and foreign funding governmental agencies
- Grants from international (foreign) foundations and NGOs
- Funding from international (foreign) private companies
- There is almost no funding for international research
- Other (please specify):

52. In the last five years political relations between some countries in the world have changed and in some cases have become more tense. How has this impacted the internationalization of research at your institution?
(Please select only one)

- Our international research was not affected by changed political relations
- Our institution was required to revise its research partnerships in some specific disciplines with institutions in some countries because of newly introduced governmental rules and regulations
- Our institution chose to revise its research partnerships in some specific disciplines with institutions in some countries because of its own decision
- Our institution was required to revise its research partnerships in all disciplines with institutions in some countries because of newly introduced governmental rules and regulations
- Our institution chose to revise its research partnerships in all disciplines with institutions in some countries because of its own decision
- Our institution was required to completely suspend research partnerships with institutions in some countries because of newly introduced governmental rules and regulations
- Our institution chose to completely suspend research partnerships with institutions in some countries because of its own decision

G) Internationalization and societal/community engagement

53. How are internationalization and societal/community engagement linked at your institution?
(Please select only one)

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- There is no explicit link between internationalization and societal/community engagement at our institution and no assessment of the impact of internationalization policies and activities on the local community is conducted
- There is an explicit link between internationalization and societal/community engagement at our institution at policy level, but no real assessment of the impact of internationalization activities on the local community is conducted
- There is an explicit link between institutional policies and activities in internationalization and societal/community engagement at our institution and internationalization policies and assessment proves that activities are a means to benefit the local community

54. In which of the following ways are internationalization and societal/community engagement linked at your institution?

(Please select all that apply)

- As part of its mission of service to society, our institution is committed at the regional level and also involves neighboring regions
- Our institution awards prizes or tokens of recognition to international personalities or local personalities who distinguish themselves abroad
- Our institution develops and promotes international development cooperation
- Our institution organizes events (e.g. conferences, public debates, etc.) involving international speakers from other countries
- Local and international students are encouraged to carry out community engagement activities
- Teachers and researchers are encouraged to provide services or carry out other community engagement activities with foreign partners
- Technology and expertise transfer includes activities abroad

55. Has internationalization helped to increase intercultural understanding and reduce racism/xenophobia within your institution and in the local community?

(Please select only one)

- Internationalization has not really helped to increase intercultural understanding, on the contrary, racism/xenophobia increased both at our institution and in the local community
- Internationalization has not helped to increase intercultural understanding; racism/xenophobia is present both at our institution and in the local community, but has not increased
- Internationalization has helped to promote intercultural understanding and reduce racism/xenophobia at our institution, but not in the local community
- Internationalization has helped to promote intercultural understanding and reduce racism/xenophobia at our your institution and in the local community

H) Emerging Issues and the Future of Internationalization

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56. Has your institution adopted special policies/measures in the last five years to respond to the increasing numbers of refugees and/or migrants seeking to enroll in HE?

- Yes
- No

57. If yes, please select the policies/measures adopted by your institution to support refugees and/or migrants:
(Please select all that apply)

- Adopting a strategy specifically intended to support refugee students, academic and administrative staff
- Taking actions that directly support refugee/ migrant students, academic and administrative staff
- Creating scholarships/grants for refugee students, academic and administrative staff
- Adapting recognition procedures to admit refugee students
- Creating specific courses/programs for refugees/migrants
- Offering distance education and/or online courses targeting refugee/migrant students
- Hosting academic, researchers or administrative staff with a refugee background
- Offering specific support to refugees and migrants
- Working with NGOs and civil society groups to facilitate integration of refugees/migrants
- Other (please specify):

58. In which of the following ways are internationalization and sustainable development linked at your institution?

(Please select only one)

- There is no explicit link between internationalization and sustainability initiatives/strategies
- Internationalization policies and activities take into account climate action and environmental protection
- Internationalization activities are linked to sustainability initiatives (also beyond climate action) but there is not an overall strategy to link the two
- The institution has a policy/strategy to use Internationalization as a means for the institution to support sustainable development

59. Does internationalization policy/strategy and related activities at your institution take into account diversity, equity and inclusion?

- Yes
- No

60. If yes, who are the priority target groups for equity and inclusion?

(Please choose a maximum of three)

- Ethnic/cultural minorities
- First generation into higher education students



- LGBTQ+ community
- People with disabilities
- People from low economic background
- People from rural areas
- Migrants
- Non-traditional learners (adult learners, workers, unemployed people, etc.)
- Refugees
- Women

61. What do you expect as the main challenges in the coming years with regard to recruitment of international Degree-Seeking students?
(Please choose a maximum of three)

- Difficulties related to recognition of prior qualifications
- Environmental sustainability concerns
- Increased competition among institutions
- Housing availability
- Lack of financial support
- Language barriers
- Mistrust due to cases of corruption / fraud
- Policy changes in host countries
- Policy changes in source countries
- Security concerns
- Health and safety concerns
- Visa/immigration policies
- Xenophobia/racism
- Other (Please specify):

62. What do you think will be the most pressing future priorities for internationalization at your institution
(Please choose a maximum of three)

- Academic staff training in international, intercultural and global competencies
- Administrative staff training in international, intercultural and global competencies
- Internationalization and interculturalization of the curriculum at home for all students
- Decolonization/localization of the curriculum
- Increasing the number of incoming degree-seeking international students
- Diversifying international student recruitment to include students from more/different countries
- Increasing the number of outgoing mobile students (undertaking study abroad and exchange) activities
- Enhancing virtual forms of internationalization
- Enhancing our research capacity and quality through international partnership
- Ensuring that the institution's internationalization strategy and activities are as climate-friendly as possible
- Ensuring or increasing the positive impact of internationalization for the local society
- Making internationalization more equitable and inclusive both in terms of people participating in it



and of diverse cultural perspectives represented

- Using internationalization as a means for the institution to support sustainable development
- Other (please specify)

I) Contact details

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.

63. First Name and Surname:

64. Email address:

65. Which position best describes you?

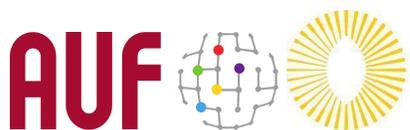
(Please select only one):

- 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
- Professor/researcher
- Head of International Office
- Staff member in International Office
- Other (please specify):

66. Which units/individuals inside your institutions did you consult to reply to this questionnaire?

(Please select all that apply):

- 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
- Professor/researcher
- Head of International Office
- Staff member in International Office
- Other (please specify):



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