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Key results: 2005 IAU Global Survey on Internationalization of Higher Education

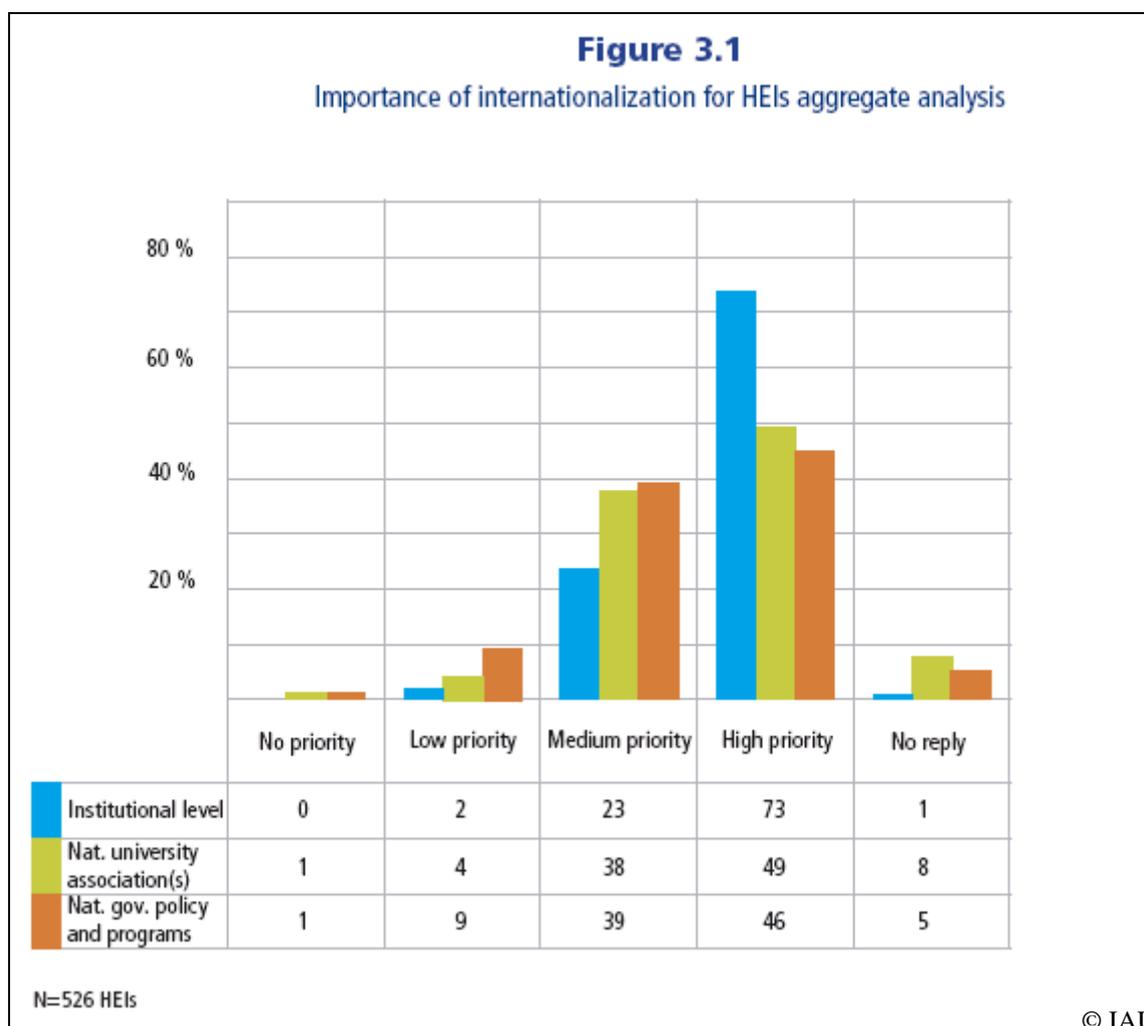
The following provides highlights of some of findings of the 2005 IAU Global Survey on Internationalization of Higher Education, reported in *Internationalization of Higher Education: New Directions, New Challenges*, authored by Dr. Jane Knight and published by IAU.

To order a copy of this report, please go to:

http://www.unesco.org/iau/internationalization/pdf/internationalisation_order_form.pdf

Key Findings

1) Importance of internationalization



- 73% of HEIs rank internationalization as a high priority. The results are exactly the same as the findings of the 2003 IAU survey indicating that the strong interest in the international dimension of higher education has been sustainable for this two year period.
- The results “revealed a marked difference among the level of importance given to internationalization by HEIs themselves (73%) and their perceptions of the lower importance it has for NUAs (49%) and national government bodies (46%)”. (2005 IAU Global Survey Report; Internationalization of Higher Education: New Directions, New Challenges, p.41)

2) Rationales for internationalization

Figure 4.3

Regional ranking of rationales by HEIs at institutional level

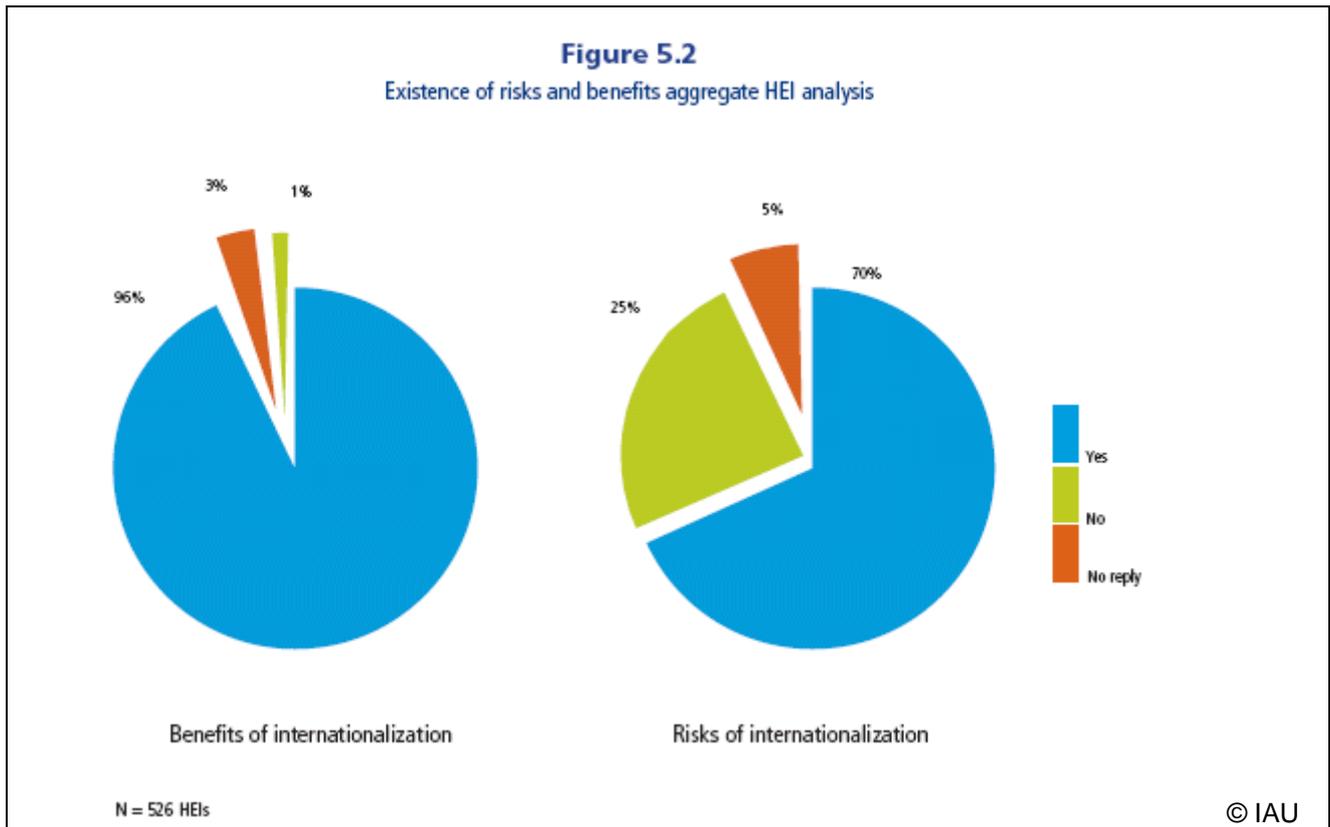
Rationale at institutional level	Overall ranking	Africa	Asia Pacific	Europe	Latin America & Caribbean	Middle East	North America
Increase student and faculty international knowledge capacity and production	22%	18%	21%	21%	21%	15%	35%
Strengthen research and knowledge capacity and production	21%	33%	20%	20%	28%	33%	14%
Create international profile and reputation	18%	16%	18%	22%	10%	12%	9%
Contribute to academic quality	14%	15%	10%	13%	24%	17%	12%
Broaden and diversify source of faculty and students	13%	7%	18%	11%	8%	11%	17%
Promote curriculum development and innovation	8%	10%	7%	8%	9%	11%	8%
Diversify income generation	4%	1%	6%	3%	0%	1%	5%

■ #1 Importance ■ #2 Importance

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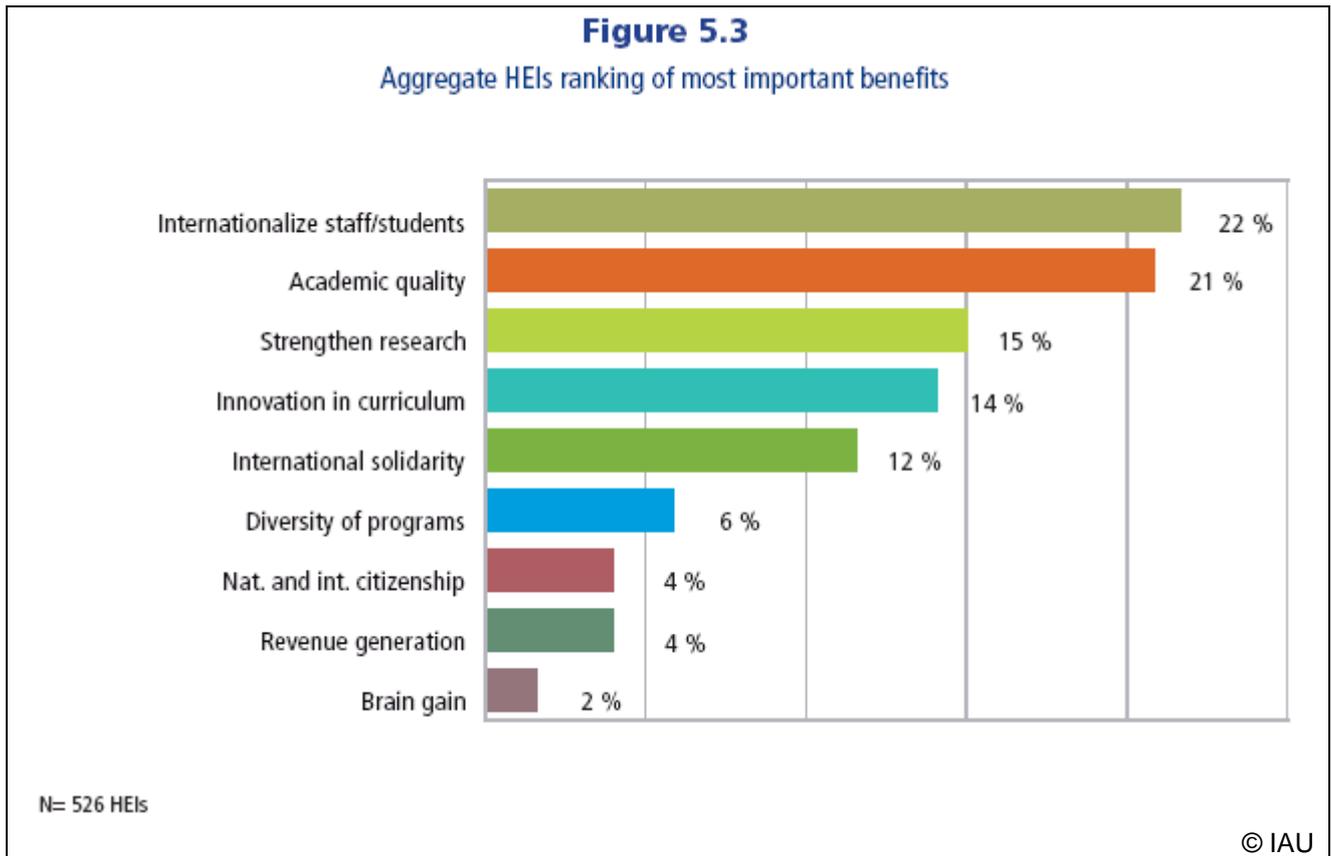
- No single rationale stood out as the most important for internationalization. The findings at the regional levels seem to be in line with the perceived current interest and priorities at the regional level. However, the diversity of rationales has implications for national and institutional policy and funding, as support needs to be spread across three or four key rationales.

3) Benefits and Risks for internationalization



- There is an overwhelming confirmation that internationalizations does bring benefits to higher education. Yet this is qualified by the fact that 70% believe there are also risks associated with international dimensions of higher education.

4) Most important benefits of internationalization



- There is a high level of consistency between the key rationales driving internationalization and the perceived benefits. This is important for education leaders and policy makers as it shows a strong link between articulated rationales and actual benefits.

5) Internationalization policy/strategy

Figure 6.7
Most common elements of internationalization policy/strategy

Element of Internationalization Policy/Strategy	Ordinate ranking
International institutional agreements/networks	1
Outgoing mobility opportunities for students	2
International research collaboration	3
Outgoing mobility opportunities for faculty/staff	4
Visiting international scholars	5
International/intercultural dimension of curriculum	6
Area studies, foreign language, internationally focused courses	7
International development projects	8
Recruitment of fee-paying foreign students	9
Joint/Double/dual degrees	10
Recruitment of foreign faculty/researchers	11
International/inter-cultural extra-curricular activities	12
Recruitment of non-fee paying foreign students	13
Liaison with community based cultural and international groups	14
Distance education	15
Delivery of education programs abroad	16
Establishment of branch campuses abroad	17

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- The top five most important elements of internationalization policies/strategies are fairly consistent with the perception of the current practice of internationalization. What is not expected is the low ranking given to ‘distance education’ given that it was identified as one of the fastest growing aspects of internationalization in the 2003 IAU Global Survey.

6) Regional level HEI geographic priorities

Figure 7.5
Regional level HEI geographic priorities

Geographic priority attributed to	Overall ranking	Africa	Asia Pacific	Europe	Latin America & Caribbean	Middle East	North America
Europe	37%	28%	23%	44%	33%	33%	26%
Asia Pacific	24%	7%	44%	22%	3%	10%	26%
North America	19%	13%	23%	18%	27%	20%	12%
Latin America & Caribbean	9%	10%	2%	6%	37%	7%	17%
Africa	7%	39%	2%	6%	0%	8%	9%
Middle East	5%	3%	6%	3%	0%	27%	10%

■ #1 Importance ■ #2 Importance

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- Four out of six regions selected their own region as their most important priority regional, indicating the importance of regional collaboration. Europe is the only region ranked as first or second priority across all six regions. North American HEIs ranked regional North American cooperation as their fourth choice. HEIs in Middle East ranked cooperation within their region as second priority after Europe.