



**SYSTEMIC UNIVERSITY CHANGE
TOWARDS INTERNATIONALISATION
FOR ACADEMIA IN EUROPEAN HIGHER
EDUCATION INSTITUTIONS:
AN EXPLORATORY STUDY**

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Systemic University Change Towards Internationalisation for Academia in European higher education institutions: an exploratory study

This report was developed within the Erasmus+ Strategic Partnership Project 2019-1-PL01-KA203-065656 SUCTIA – Systemic University Change Towards Internationalisation for Academia, and is the result of Intellectual Output 1 (IO1).

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Executive summary

This exploratory study serves as the first intellectual output of Systemic University Change Towards Internationalisation for Academia (SUCTIA). SUCTIA is a European Commission-funded project (2019–2022) that aims to raise awareness about, and shift the internal culture of, European higher education institutions towards internationalisation, thus creating systemic change within these institutions and in European higher education more broadly. Building on the success of its 2016–2019 predecessor project – Systemic University Change Towards Internationalisation (SUCTI) – SUCTIA aims to empower academic staff by developing a peer training model similar to that of SUCTI, focused on providing academics with knowledge and skills related to their university’s internationalisation process. This is timely and important work as, among other things, engaging European academics in the internationalisation agendas and activities of their higher education institutions is considered a key component of the ongoing effort to improve the quality of higher education in Europe and fulfil the aspirations of a European Education Area.

This exploratory study was designed to serve as a first step toward achieving the subsequent SUCTIA project goals by collecting information and insights directly from both institutional and academic staff actors within a range of European higher education institutions. By leveraging the partners’ various national and international networks, the study focused on collecting data from a relatively small population of respondents – both academic staff and relevant institutional representatives – who would be willing to respond quickly and thoughtfully to both closed and open-ended questions that would allow the partners to test out some preliminary assumptions and collect detail-rich insights into the perspectives of academics and institutional stakeholders.

The report sought input from respondents in six key areas:

- The ways in which academic staff engage with the internationalisation strategy or activities of the institution
- The ways in which academic staff are encouraged to engage with the internationalisation strategy or activities of the institution
- Good practices employed by the institution to encourage engagement with internationalisation by academic staff
- The steps the institution might take to better engage academic staff with the internationalisation strategy and activities
- The additional resources that could enhance more positive results in terms of engaging academic staff in these areas, and
- The specific topics or themes that respondents felt were important for academic staff to cultivate with respect to internationalisation.

In total, the report was able to draw usable responses from 37 institutional respondents in 16 different countries and 34 academic respondents from 5 different institutions across 4 countries.

Among the key findings:

Rationales matter. Awareness of and engagement with international activities seems to be fairly widespread among academic staff, while awareness of and engagement with international strategy appears

to be much less common. Individual academic staff with a direct stake in internationalisation strategy – for example, those who hold particular leadership positions or specialised roles within the institution, at the central or faculty/school level – are therefore more likely to be engaged with the strategy, while rationales for engaging with activities appear to be much more obvious to the academic staff who do not hold these specific kinds of roles.

Context and perspective matter. There are many different perspectives held by the various stakeholders about what constitutes “good practice” when it comes to engaging academic staff in internationalisation, or what steps or resources could promote improvements in this area. Shared frameworks of understanding about how to support academic staff engagement with internationalisation cannot necessarily be assumed, whether across the European higher education landscape broadly or even within individual institutions.

Communication and information dissemination matter. Information and communication about international activities and developments are greatly desired and highly appreciated by academic staff. However, many respondents point to room for improvements in this area.

Incentives and rewards matter. Data collected from both the institutional and academic staff questionnaires made it very clear that academic staff are eager to feel their engagement in international activities matters in substantive ways. Both special awards and standardising recognition of contributions to internationalisation efforts in the regular promotion and evaluation processes are noted in the data.

Resources matter. Time, money and administrative staff support stand out as particularly important resources with the potential to make a difference in academic staff willingness and ability to engage with internationalisation at their institutions.

Preface

It is hard to describe SUCTI Academia (SUCTIA) without prior mention of the SUCTI project, which was its inspiration and foundation. SUCTI Academia is built on SUCTI, which was a three-year initiative (2016–2019) approved for funding under the European Commission’s Erasmus+ – KA2 Strategic Partnerships for higher education, focusing on the internationalisation of administrative staff. The project was coordinated by the URV, Universitat Rovira i Virgili (Tarragona, Spain), under the supervision of Marina Casals Sala who was its Coordinator. SUCTI has already shown that systemic change through training programmes for administrative staff is a key to success for any internationally-focused university and the impact of this change has been measured and assessed.

Due to the immense success of the SUCTI project, as well as the perceived need by the SUCTI partner universities to support academics’ engagement with internationalisation, the Consortium decided to embark upon a new adventure and take a chance at transferring the SUCTI experience into a new project – SUCTI Academia. The SUCTI members saw clearly that academic staff members – that is, teachers and researchers – are another crucial pillar of the university and their internationalisation through training offers many important opportunities to more fully and effectively internationalise the entire institution.

In 2019, eight SUCTI Partners and a ninth organisation, new to the project, decided to collaborate again and successfully secured funding within the Strategic Partnership of the Erasmus + programme for the years 2019–2022 to work on the SUCTIA project. The SUCTIA Consortium is coordinated by the Adam Mickiewicz University, Poznań (Poland) and counts among its partners four universities – University of Porto (Portugal), Università Cattolica del Sacro Cuore (Italy), Universitat Rovira i Virgili (Spain) and Universitat Politècnica de Catalunya (Spain) – as well as four sector-related organisations, including the European Association for International Education, the Global Impact Institute, SGroup (formerly a SUCTI associate, now a full SUCTIA partner) and the European Consortium of Accreditation (ECA), which is the only partner who was not a member of the SUCTI team.

SUCTIA endeavours to empower academic staff by providing them with knowledge and skills related to their university’s internationalisation process. The aim of the project is also to raise awareness and shift the internal culture of our institutions towards internationalisation, thus creating a systemic change in our institutions and in European higher education more broadly.

This report presents important aspects of the current provision of internationalisation training for academic staff members at a range of European institutions. It also provides insights into the current internationalisation needs and interests of academia at European higher education institutions as well as institutional perspectives on internationalising academics. The findings of the surveys that are presented in this report will serve as a basis for creating the content of training modules for future experts and trainers of internationalisation at SUCTIA partner institutions.

Enjoy your reading!

Joanna Domagała

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Adam Mickiewicz University, Poznań

Introduction

Overview of the SUCTIA project

Systemic University Changes Towards Internationalisation for Academia (SUCTIA) is an Erasmus+-funded project that aims to raise awareness among, and shift the internal culture of, European higher education institutions towards internationalisation, thus creating systemic change within these institutions and in European higher education more broadly.

SUCTIA, which runs in the period 2019–2022, builds on a previous Erasmus+-funded three-year initiative (2016–2019) known as Systemic University Change Towards Internationalisation (SUCTI). SUCTI focused on internationalisation of administrative staff through a replicable peer training approach that yielded measurable positive results. In light of this success and in recognition of the need to ensure that all key stakeholders are effectively engaged with a given institution's internationalisation agenda and efforts, SUCTIA turned its attention to academic staff. It aims to empower academic staff by developing a model similar to that of SUCTI, focused on providing academics with knowledge and skills related to their university's internationalisation process.

Specifically, this work involves designing training materials for a train-the-trainers module; creating a network of trainers with the expertise to train academic staff on internationalisation; designing and developing training materials for in-house training programmes for academic staff; and reporting on the significance of the training programmes offered in terms of skills and competences development among the academic staff who receive this training. To undergird this work, a 'state of the art' report was envisioned, which would ideally offer the SUCTIA project partners a meaningful baseline of information and ideas on which to build the subsequent components and outputs of the project. This exploratory study is the product of that effort.

The rationale for this study

In order for the SUCTIA project partners to advance their training design and implementation activities in a meaningful way, the project partners considered it vital to gather insights directly from both institutional actors and academic staff within a range of European higher education institutions. The goal of this exercise was to ensure that the project's work was grounded not in assumptions and preconceived notions about academic staff engagement with internationalisation, but rather in the perspectives of the academic staff themselves as well as institutional representatives with key knowledge about and a stake in this conversation.

The goal of this study was to focus on a relatively small population of respondents who would hopefully be willing to respond quickly and thoughtfully to both closed and open-ended questions that allowed the partners to test out some preliminary assumptions and collect detail-rich insights into the perspectives of academics and institutional stakeholders. This information would ideally allow the project partners to make relevant and informed choices about the follow-up components of the SUCTIA project.

The existing knowledge base

The SUCTIA project aims to make an original contribution to the important work of internationalisation in European higher education by advancing the understanding of, and strategic approaches to, engaging academic staff in their institutions' internationalisation efforts. In order to do this effectively, it is vital to ground the project in a clear understanding of the existing knowledge base around several key aspects of this work. Of primary importance here is the thinking that has been advanced in relation to stakeholder engagement generally with respect to internationalisation in higher education, as well as the specific analysis that has been focused on the matter of academic staff engagement with this phenomenon. A brief consideration of various trends and issues that emerge from the literature in these areas can offer useful insights into why the work of the SUCTIA project matters, and how the results of this report fit into a broader landscape of established and emerging knowledge about this topic.

Stakeholder engagement in internationalisation

Given the rising prominence of internationalisation in higher education around the world over the last two to three decades, definitions for internationalisation abound. However, two definitions have been particularly prominent in the European and global dialogues on this topic. The first definition is often considered to be the more descriptive and elastic of the two, in asserting that internationalisation is “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2). Building purposefully on this definition, de Wit, Hunter, Howard and Egron-Polak (2015) later suggested, in a definitive European Parliament report, a more prescriptive take on internationalisation, by asserting that the phenomenon should be understood 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” (p. 29).

Whether one identifies with one or the other of these widely cited definitions, or adheres to any one of myriad other definitions that have been generated across the expansive literature on this subject, a common theme emerging from much of the research and analysis on internationalisation is the way it can (or ideally should) pervade the identity and operations of twenty-first century higher education institutions.

Indeed, the pervasiveness of the phenomenon is at the heart of a great deal of the literature on internationalisation, bringing with it important implications for a wide range of higher education stakeholders. The notion of “comprehensive education” (Hudzik, 2011, 2015) – which can trace its origins back to a number of publications put forward by the American Council on Education (ACE) in the early- to mid-2000s (Engberg & Green, 2002; Olson, Green, & Hill, 2005, 2006) – has gained major traction in many quarters in recent years. At its core, comprehensive internationalisation consists of “a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education.” Furthermore, “it is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units”, as “an institutional imperative, not just a desirable possibility” (Hudzik, 2011, p. 6).

This is a complex call to action that requires a concerted effort to build consensus and buy-in across institutions, while offering the right kinds of supports and incentives to make this possible. As such, this is a process that is rife with both challenges and opportunities, which must attend thoughtfully to students, academic staff and professional staff alike. For example, the SUCTI project report (Hunter, 2017), which lay the foundation for the current SUCTIA project, noted that “internationalisation exposes and magnifies institutional weaknesses, and any university that is serious about internationalisation must also be willing to take an honest and critical look at itself in order to make the necessary organisational changes, however challenging these might be to its traditional mode of operation” (Hunter, 2017, p. 31). Indeed, “recognizing the fundamental role these [professional] staff play and acknowledging them as active participants or, better still, equal partners in the internationalization process” (Hunter, 2018, p. 3) is a key notion underlying the SUCTI project. Without question, there are strong parallels between this line of thinking and explorations of both “students as partners” in internationalisation (Green, 2019) and academic staff as vital actors in the effective elaboration of internationalisation, as well.

Academic staff engagement in internationalisation

When it comes specifically to matters of academic staff engagement in internationalisation, an evolving body of literature over the last decade or so has greatly expanded our understanding of the many and varied issues that frame these dynamics, but also exposed ongoing gaps. Australia, and to some extent Europe, stand out as areas of the world in which research on academic staff engagement with internationalisation has been particularly robust. This may be accounted for by the wide and early (mid-1990s) adoption in Australia of internationalisation strategies and policies by the higher education institutions in that country, along with sustained high international student enrollment numbers (Proctor, 2016), and, in Europe, with the birth and extensive development of the concept and practice of Internationalisation at Home (Beelen & Jones, 2015).

Grounded in research in Australia, but cited widely, Leask’s (2015) seminal work on internationalisation of the curriculum highlights several key issues that both frame the wider discussion quite usefully, and may be particularly important for the SUCTIA project’s efforts to understand the issues connected to academic staff engagement, and to foster greater connections between academics and internationalisation on a variety of levels.

Among Leask’s (2015) key insights is the fact that academic staff are generally deeply embedded in and committed to their specific fields or disciplines. So, in order to advance effective conversations about internationalisation, it is vital to draw them into conversations that are situated meaningfully in their particular field or discipline, and to encourage exploration of what it means to advance that discipline broadly in the world today. Other scholars have similarly noted the fundamental importance of highlighting relevant connections between internationalisation and the disciplines (Green & Whitsed, 2015; Killick, 2017) when considering faculty engagement.

Further, Leask (2015) concluded that internationalisation of the curriculum requires time, energy, incentives, and particular kinds of supports to bring this complex process forward in productive and sustainable ways. So, understanding the realities and “lived experiences” of academic staff – as a collective and as individuals – plays

an important role in fostering engagement that makes a difference. Indeed, Proctor's (2016) exploration of the international dimensions of academic work in Australia highlighted not only the importance of disciplinary context, but also that of institutional context, various individual factors, and the issues connected to specific spheres of activity (such as research, teaching, outreach and service). All of these variables may play a role in the ways and extents to which individual academics conceive of "the international dimensions of their work" (Proctor, p. 130–131).

Research on academic staff engagement with internationalisation continues to play out in a wide range of national, institutional and regional contexts, from Canada (Friesen, 2013), to Slovenia (Svetlik Braček Lalić, 2014), to China (Cai & Hall, 2016) and beyond, touching on a range of issues that affect individuals and institutions alike, reflecting a sustained interest in understanding more about the dynamics between academic staff and internationalisation. This provides further indication of the value of the SUCTIA project at this time.

Indeed, the need to more systematically and thoroughly engage academic staff in the objectives of internationalisation in European higher education is keen at this time. Already several years ago, the European Commission (2013) articulated support for the advancement of efforts in relation to comprehensive internationalisation and Internationalisation at Home, both of which are long-term aspirations with major implications for the academic staff at higher education institutions across Europe. Today, with the COVID-19 pandemic presenting ongoing international mobility challenges, the importance of Internationalisation at Home has been urgently reinforced, which presents different opportunities and necessities to engage academic staff in the ongoing internationalisation of Europe's higher education institutions.

More recently, among the fundamental principles of the Erasmus Charter for Higher Education 2021–2027 (European Commission, 2020) is the interest in having European higher education institutions "pursue a clear policy towards the development of integrated, transnational teaching activities (joint courses / modules / curricula, double/multiple/joint degrees)" (p. 6). This objective cannot be met without the involvement of academic staff, who will require information, resources and incentives to carry this work forward meaningfully. Similarly, the European Universities Initiative, which aspires to bring together diverse higher education institutions from across Europe in innovative, highly-integrated alliances, will require special contributions from academic staff in a range of intercultural settings and internationalised contexts.

From these various perspectives – which of course represent just a select few examples from a much wider body of literature on internationalisation and academic staff – the SUCTIA project's focus on finding effective ways to engage and support academic staff in the internationalisation strategies and objectives of their institutions stands out as both critical and timely.

Methodology

This study was elaborated over approximately 10 months and encompassed a design stage, a data collection stage, and a data analysis and synthesis stage.

Study design

The design stage for this study was carried out in the period from December 2019 to February 2020. This phase involved a collaborative exercise among the project partners to establish the scope of the study, agree upon key definitions, and design two questionnaires for data collection purposes.

One of the questionnaires (the 'institutional questionnaire') was directed at institutional stakeholders, occupying positions of some authority within European higher education institutions, and fitting one of two profiles: having expertise in relation to the international dimensions or activities of their institution and/or having close connections with, or insights into, the experiences of the academic staff at their institution (see Annex 1).

The second questionnaire (the academics' questionnaire) was designed to be completed by academics, which the study defined as individuals within higher education institutions who are engaged in teaching and/or research (see Annex 2)

The questionnaire design work involved the active participation of the project partners, who contributed ideas to and reviewed multiple rounds of the instruments during the questionnaire design stage. After reaching consensus that the institutional questionnaire was ready for field testing, the five project partners representing higher education institutions each took responsibility for completing the questionnaire on behalf of their respective institution, in a pilot exercise. The pilot version of the institutional questionnaire was administered using Survey Monkey, over a period of approximately 10 days in the first half of February 2020.

On the basis of the experience of the project partners with the pilot process, the institutional questionnaire was finalised by the end of February 2020. In parallel, the academics' questionnaire was developed, based heavily on the institutional questionnaire and extensive project partner input on the specific considerations to be taken into account in relation to the target audience of academics.

In both cases, the questionnaires featured both open-ended questions, which allowed respondents to provide completely original responses in their own words, and closed (typically multiple-choice) questions. The open-ended questions were designed to elicit perspectives from respondents regarding such matters as:

- The ways in which academic staff engage with the internationalisation strategy or activities of the institution;
- The ways in which academic staff are encouraged to engage with the internationalisation strategy or activities of the institution;
- Good practices employed by the institution to encourage this kind of engagement by academic staff;
- The steps the institution might take to better engage academic staff with the internationalisation strategy and activities; and
- The additional resources that could enhance more positive results in terms of engaging academic staff in these areas.

Beyond helping to sketch out basic personal demographic information and institutional profiles, the closed-ended questions were generally designed to help establish a baseline understanding of some of the topics or issues that institutions focus on if they offer internationalisation-related training to academic staff, the scope and methods of delivery of such training programmes (if offered), and which topics are considered important by respondents when it comes to knowledge and skill development among academics in relation to internationalisation.

Data collection

Data collection was carried out during the period 03 March 2020 to 26 April 2020, during which time the two instruments – the institutional questionnaire and the academics' questionnaire – were made available via Survey Monkey.

The questionnaires were distributed to prospective respondents in several ways. First, each of the five SUCTIA project partners representing higher education institutions completed the institutional questionnaire on behalf of their own institutions. In addition, these partners worked to encourage 3 to 5 additional institutions located in their same countries to complete the institutional questionnaire. Finally, the SUCTIA partner organisation SGroup distributed the institutional questionnaire across its network, though specifically excluding any of the institutions the other SUCTIA partners were in contact with, so as not to unnecessarily duplicate contact with any of the institutions being recruited to participate in the questionnaire exercise.

In addition to the SUCTIA project partner institutions (which also participated in the questionnaire exercise), some 45 different institutions in 17 different countries were invited to complete the institutional questionnaire.

The rationale behind this approach to the institutional questionnaire distribution included the following considerations. On the one hand, the project sought to gather data from institutions across a range of countries in Europe, so leveraging the SGroup network, with membership in some 17 different European countries, was considered to be particularly useful. Using well-established networks and relationships for questionnaire dissemination was also considered to be particularly important in this exercise because the project partners recognised that data collection at this particular moment (in March/April 2020) was exceedingly challenging due to the significant disruptions being caused to higher education in the face of the COVID-19 pandemic in Europe during this period. Finally, in light of the relatively short timeline allocated by the SUCTIA project to collect, analyse and report on the data, the project partners aimed to gather a body of data that would both provide meaningful insights into the questions driving the research, as well as prove manageable in terms of the time needed to process the data collected.

For its part, the academics' questionnaire was sent by the five SUCTIA project partners representing higher education institutions to academics within their own institutions. The purpose here was to ensure that the project could carry out a comparison of perspectives between institutional representatives and individual academics at a minimum of five institutions. The availability of data from both institutional and

academics' perspectives at the five SUCTIA partner institutions also allowed for the development of five short institutional profiles, which could offer additional insights into the dynamics and questions driving this exploratory study and the broader SUCTIA project (see Annex 3).

Data analysis and synthesis

The data analysis and synthesis procedures for this project were carried out in two main stages. The first stage spanned the period May–June 2020, while the second stage played out mostly over the period August–September 2020.

The first stage was focused on developing an understanding of the most prominent lines of insight generated by the data and to prepare this information for a public discussion in the form of a public presentation of the key findings. The public presentation of these findings took place via a webinar hosted by SUCTIA project partner EAIE on 26 June 2020, with the active involvement of the full complement of SUCTIA partners.

The second stage of the data analysis and synthesis work involved the generation of a detailed report on all aspects of the exploratory study – from design to final delivery of comprehensive findings – the results of which are contained in this report.

The following steps were undertaken in the process of data analysis and synthesis:

- The data collected from both questionnaires were downloaded from Survey Monkey, saved in 'master' Excel spreadsheets (one for the institutional data and one for the academics' data), and cleaned. This involved the removal of incomplete or otherwise unusable responses.
- Each of the two 'master' Excel spreadsheets was further subdivided into additional worksheets, where data from specific questions or particular categories of information from the responses could be examined in detail.
- For the open-ended questions, a coding process was introduced. Individual answers from each respondent were reviewed in detail, and key ideas or themes were identified from these responses. These ideas/themes then served as a smaller set of categories against which all of the responses to a given question could be considered. This process allowed for the report authors to distil the information provided by the wide-ranging responses down to a slightly more manageable set of issues and ideas, and to group similar responses into response categories, allowing for indications of 'frequency' of similar responses.
- The four open-ended questions on both questionnaires that had to do with the ways academic staff engage with international strategy or international activities, and the ways that institutions encourage those forms of engagement, generated a great deal of data. The findings from the analysis of those data are presented as either "top five" response-by-frequency lists (see Tables 5–8). This is done in order to highlight the most salient findings from these questions and to provide easy-to-absorb visual indications of the key insights from these questions.

- The data focused on the specific training topics of interest to academics and institutions (see Tables 11–13) are presented in full (*ie* not as ‘top five’ lists). Given the central focus of the SUCTIA project on supporting the development of training materials and approaches for academic staff, offering full access to the information relevant to these topics (rather than, for example, a ‘top five’ frequency list) was considered both necessary and useful.
- The sections on good practices, on steps institutions could take to enhance academics’ engagement, and on suggested additional resources that would be considered meaningful in this effort (all open-ended questions) also generated a very wide range of responses that defied easy categorisation down to units that could be effectively displayed in visual form. These sections feature narrative description and discussion.
- Finally, the institutional profiles appear in unabridged form in Annex 3. To anonymise the specific identities of the profiled institutions, each has been assigned a pseudonym in the text, ranging from HEI1 to HEI5. Perspectives from the institutional profiles are also woven into the findings section to provide an indication of how aspects of these particular institutional experiences resonate in comparison to the broader data.

Findings

Respondents: the sources of the data for this study

Institutional respondents: country information

Institutional questionnaires were completed by respondents at 37 institutions in 16 different countries. As indicated in Table 1, there was a substantial bias towards Italy (18.92%) and Spain (16.22%). This likely comes as a result of the fact that two of the SUCTIA project partners are themselves higher education institutions in Spain, while a third from Italy was particularly adept at recruiting higher education institutions in their national network to take part in the questionnaire exercise.

Table 1. Institutional questionnaire respondents, by country

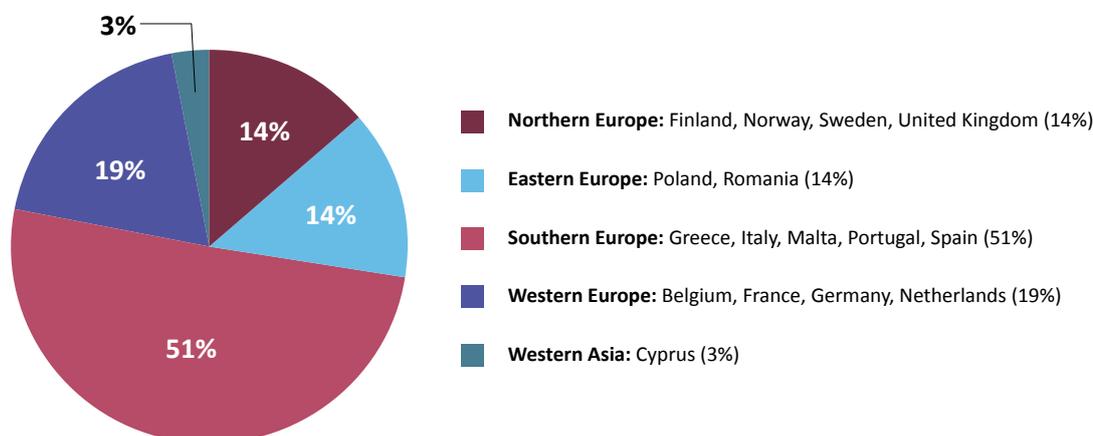
Country	Number of responses	Percentage of total responses
Belgium	2	5.41%
Cyprus	1	2.70%
Czechia	0	0.0%
Finland	1	2.70%
France	2	5.41%
Germany	2	5.41%
Greece	1	2.70%
Italy	7	18.92%
Malta	1	2.70%
Netherlands	1	2.70%
Norway	1	2.70%
Poland	4	10.81%
Portugal	4	10.81%
Romania	1	2.70%
Spain	6	16.22%
Sweden	1	2.70%
United Kingdom	2	5.41%
Total	37	100.00%

In light of the overrepresentation of Italy and Spain, the results of the questionnaire cannot be considered representative. However, the geographic spread of responses does introduce data from a relatively wide range of countries, in terms of size and general profile, across various regions of Europe.

A comparison with the *EAIE Barometer (second edition)* (Sandström & Hudson, 2018) – although a very different survey in terms of scope and purpose – provides a helpful reference point in the discussion of geographic spread. That survey captured 2317 responses from professionals working in 45 different countries of the EHEA, across five defined geographic regions. The SUCTIA project, though much more

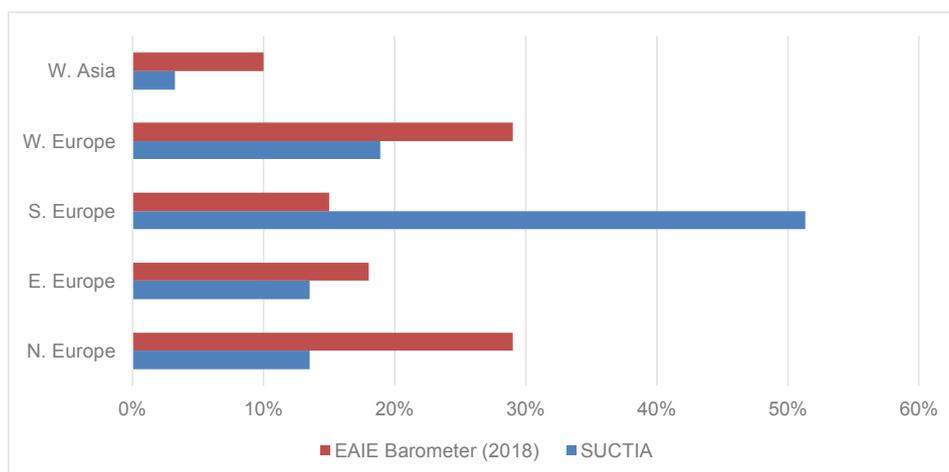
streamlined in its aspirations, was nonetheless able to capture responses from the same 5 geographic regions defined by the *EAIE Barometer (second edition)*, as follows:

Figure 1. Institutional questionnaire respondents, by region



However, there are notable differences in the geographic spread across the respondents to these two surveys. As Figure 2 depicts, perspectives from Southern Europe are much more prominent in the SUCTIA institutional questionnaire data, accounting for just over half of all respondents, as opposed to 15% in the *EAIE Barometer (second edition)*, (2018) survey. Conversely, lower response rates from Eastern, Western, and Northern Europe, as well as Western Asia, are a feature of the SUCTIA data as compared to the spread of responses from these regions that was garnered by the *EAIE Barometer (second edition)*, (2018) survey.

Figure 2. Institutional questionnaire respondents, by region, compared to *EAIE Barometer (second edition)*, 2018



The robust response rates from Southern European institutions are welcomed in one sense, as there is often concern that this region (among others) is less well-represented in some research on internationalisation in Europe. However, the overabundance of data from any one region does introduce an imbalance of regional perspectives into the findings, which needs to be kept in mind as the SUCTIA project considers how the findings of this report inform approaches in the next stages of the project, which will likely play out in a range of different regional contexts across Europe.

Institutional respondents: job titles and institutional roles

When invited to complete the institutional questionnaire, prospective respondents were prompted, and indeed encouraged, to consider involving any number of individuals within the institution who may have relevant insights into the questions posed. The rationale behind this suggestion was the feeling by the SUCTIA project that including input from multiple sources could be the best way to obtain a meaningful picture about the experiences of academics in relation to the internationalisation process at a given institution.

The questionnaire thus indicated several kinds of individuals that could be valuable to consult in the process of responding, including those with positions of responsibility within the institution and those having one or both of the following characteristics:

- Expertise in relation to the international dimensions or activities of the institution and/or
- Close connections with, or insights into, the experiences of the academic staff at the institution (*ie*, those who engage in teaching or research).

A total of 30 institutions ultimately provided information with respect to the job titles and institutional roles held by the individuals involved in the completion of the questionnaire.

The information from 18 institutions involved input by individuals holding leadership ranks, such as vice rector, vice president, vice dean, head, director, acting director, manager or senior officer. In almost all of these cases, the leadership-level respondents indicated a direct affiliation to their institutions' international relations offices or similarly oriented units.

Among the remaining respondents who shared job title information, internationalisation policy advisors, foreign affairs specialists and international relations officers were the second most frequently reported job titles. Several professors, a rector's delegate for internationalisation, a member of an international studies committee and member of an institutional board of directors also featured among the respondents providing respondent job title information. One contributing respondent was identified as "responsible for in-house training for academic staff".

Among the 30 total responses that provided details about the individuals involved in completing the questionnaire, 20 questionnaires were completed by just one individual. Another six institutions relied on the input of two informants, and four institutions involved three or more individuals in the questionnaire completion process. Ideally, an expanded number of informants per institution could have served to enrich the data set. Indeed, the one questionnaire completed by a total of seven contributors is notable for the extensive detail and scope of the answers it provides.

Given the complexity of internationalisation as a phenomenon generally, and the fact that the data collected by the SUCTIA institutional questionnaires came in significant measure from fairly large institutions (see Table 2 below), there may be important limitations in the perspectives offered by single respondents on behalf of relatively large and complex institutions. However, when considered across the full set of institutional questionnaires, the range of respondent profiles is encouraging, in the sense that

the study can claim to draw on data from a set of respondents who represent a variety of academic and administrative leadership roles at their institution in areas of direct relevance to the project content.

Institutional respondents: institutional size and profile

Table 2 provides an overview of the key size and profile characteristics of the responding institutions. Here, we see that the study is largely capturing perspectives from public institutions and those that characterise their institutions as research universities.

This profile of responses differs somewhat from other major internationalisation-focused surveys of note; for example the *EAIE Barometer, 2nd edition*. That survey was able to draw in larger percentages of responses from institutions identifying as private (18% versus 10.81% of SUCTIA responses) or as universities of applied sciences (22% versus 5.41% of SUCTIA responses).

Table 2. Institutional questionnaire respondents, by key characteristics

Characteristics	Number of Institutions*	Percentage of respondents
Institutional status		
Public	33	89.19%
Private	4	10.81%
Total	37	100.00%
Institutional profile		
Research university	33	89.19%
University of applied sciences	2	5.41%
Other	2	5.41%
Total	37	100.00%
Enrolment		
Fewer than 5000 students	3	8.11%
5000–10,000 students	8	21.62%
10,001–25,000 students	17	45.95%
More than 25,000 students	9	24.32%
Total	37	100.00%
Academic staff numbers		
Fewer than 100	1	2.70%
100–500	4	10.81%
501–1000	9	24.32%
More than 1000	23	62.16%
Total	31	100.00%

* Note: Variations in total respondents are the result of skipped questions

Additionally, institutions with a student body of 10,001 students or more account for the majority of the SUCTIA questionnaire responses (70.27%). The tilt in the data toward 'larger' institutions is even more pronounced with respect to the percentage of respondents indicating faculty numbers of 501 or more, which accounts for nearly 86.49% of the institutional questionnaire responses. By comparison, the *EAI/E Barometer (second edition)* survey captured a larger percentage of responses from institutions enrolling fewer than 5000 students, at 29% of total responses, versus just 8.11% of the SUCTIA responses.

Ultimately, the SUCTIA data overall provide a set of indications that would seem to be more/most relevant to mid- to large-size public research universities employing sizable numbers of academic staff. Again, as the project moves forward, assumptions drawn from these data may need to be tempered when engaging with institutions that present profiles that are in sharp contrast to those that are reflected in the findings of this report.

Academic staff respondents

Thirty-four usable academics' questionnaires were collected from respondents at five higher education institutions (specifically, the five universities that are partners in the SUCTIA project) in four different countries: Italy, Poland, Portugal and Spain. Table 3 provides an overview of the breakdown of characteristics of this respondent group.

Similar to the higher number of responses from Italy and Spain in the institutional questionnaire exercise (as seen in Table 1), there were comparatively higher numbers of respondents from these two countries for the academic questionnaire exercise, as well (see Table 3). The high Spanish numbers are most certainly due to the fact that two of the five institutions involved in this exercise are located in Spain.

Table 3. Academic staff questionnaire respondents, by key characteristics

Characteristics	Number of Institutions*	Percentage of respondents
Country		
Italy	9	26.47%
Poland	5	14.71%
Portugal	6	17.65%
Spain	14	41.18%
Total	34	100.00%
Gender		
Female	13	40.63%
Male	19	59.38%
Other	0	0.00%
Prefer not to respond	0	0.00%
Total	32	100.00%
Career stage		
Early career (1–5 years)	0	0.00%
Mid career (6–15 years)	9	28.13%
Advanced career (15+ years)	23	71.88%
Total	32	100.00%
Time devoted to academic studies		
Less than 25%	0	0.00%
25%–50%	2	6.25%
51%–75%	11	34.38%
Greater than 75%	19	59.38%
Total	32	100.00%
Employment profile		
Permanent or tenured	30	93.75%
Temporary, contract-based or adjunct	2	6.25%
Total	32	100.00%

** Note: Variations in total respondents are the result of skipped questions*

Although there is relatively decent gender balance in these data, and strong consistency with European Union averages (Eurostat, 2020), there are patterns of over- and underrepresentation in the responses, as with the institutional questionnaire exercise.

For example, no early-career academics responded to the questionnaire, and roughly 2.5 times more advanced career academics (71.88%) are represented in the data than mid-career academics (28.13%). Similarly, a strong majority of respondents (93.75%) hold permanent or tenured positions or devote 51% or more of their time to academic duties. Overall, this means that the perspectives of more junior academics and those with more hybrid roles (*ie*, combining administrative and academic activities) are much less prevalent in these data.

There are advantages and disadvantages to these characteristics of the data. On the one hand, gathering a wider set of perspectives could offer a broader scope of insight into the ways that the SUCTIA project should develop and frame its training materials and approach moving forward. To this end, the SUCTIA trainers may consider administering the academic staff questionnaire to training participants in advance of training delivery, in order to gather these types of perspectives, which can support the work of the training teams to modulate their focus as needed, and best meet the needs of the training participants. Meanwhile, the data that have been collected potentially offer good insight into how very well-established academics perceive matters of internationalisation in relation to their roles within their institutions. This could be useful in terms of thinking about how to engage with these potential ‘influencers’ within their institutions, which – if leveraged effectively – could offer interesting multiplier effects in terms of reaching other academics.

Meanwhile, as indicated in Table 4, the spread of academic fields represented by the respondents is quite broad, encompassing an array of arts, sciences and professional fields.

Table 4. Academic staff respondents, by field/discipline (n=32)

Academic field/discipline	Number of academic staff	Academic field/discipline	Number of academic staff
Engineering (including biomedical, chemical, informatics and telecommunications)	5	Chemistry	1
Linguistics	3	Classics	1
Education (including teacher education)	2	Communication	1
History	2	Cultural Studies	1
Management	2	French Linguistics	1
Medicine and Biology	2	Humanities	1
Arabic Studies	1	International Relations	1
Architecture	1	Mathematics	1
Art and Design	1	Pharmacy	1
Bionanotechnology	1	Philosophy	1
		Psychology	1
		Tax Law	1

Of course, the SUCTIA respondent data may not align precisely with the actual proportion of academic staff per field across the EU, if we consider student enrolment as a proxy for this information. For example, according to Eurostat (2019), the top two broad fields of tertiary education by size of student enrolment in the EU in 2017 were business, administration and law (22.2% of all tertiary education students); and engineering, manufacturing and construction-related studies (15.3% of all tertiary education students). By comparison, among the academic staff respondents to the SUCTIA questionnaire, just three respondents (9.38%) were affiliated with business, education and law (specifically, ‘management’ and ‘tax law’). More closely aligned to the EU average is the SUCTIA response rate for the broad field of engineering (five respondents or 15.63%).

Even still, although the overall numbers are small, these data nonetheless indicate that the SUCTIA project has received input from a range of disciplinary perspectives in the context of this exploratory study.

Internationalisation strategy and activities: perspectives on engagement and encouragement

In considering the data collected from both institutions and academic staff respondents, it is extremely important to recall that the institutional data reflect the perspectives of 31 different institutions, while the academic staff data is provided from respondents from just five institutions. Generalisations are not possible with the small numbers of respondents and definitive comparisons between the two sets of data similarly unviable, given the fact that their sources do not fully align.

However, where the data point to potential synergies in responses or divergences, the findings from this exploratory study do have the ability to highlight important questions or issues for further consideration by the SUCTIA team, as it moves into the subsequent phases of the project.

With these caveats in mind, the following section offers insight into if—and, if so, in what ways, academic staff at the institutions represented by respondents either engage with the strategy and agenda for internationalisation and/or related international activities.

Ways academic staff engage with the institution’s internationalisation strategy

Both the institutional and the academics’ questionnaires asked respondents to indicate in what ways academic staff “engage with the internationalisation strategy” of the institution, if such a strategy exists. The point of this question was to gauge whether and how academic staff connect specifically with the overarching agenda for internationalisation at their institution.

Indications of the most common kinds of responses to this question (*ie*, ‘top five most frequent responses’) for both groups are provided in Table 5. These data indicate that both academic staff and institutional respondents most commonly see a dynamic whereby academic staff typically ‘intersect’ with the institutional strategy for internationalisation through its practical implementation.

To a lesser extent, our limited data hint at some academic staff engagement with the internationalisation strategy by virtue of holding key decision-making roles (as vice-rectors or committee members, etc) in relation to their institution’s internationalisation strategy. The data also point to the fact that both institutional respondents and academic staff respondents see some engagement happening less at a central or institutional level, and more through decentralised channels, at the level of schools or faculties.

We observe that every top five aspect (see Table 5) was mentioned by a larger share of the respondents from the five profiled institutions than from the other institutions; sometimes by as much as a factor of four. Also, the share of respondents that consider the advancement of specific practical aspects of the strategy is nearly identical between the academic staff respondents and the profiled institutions where they are employed. It will be interesting in the future to see whether we can find similar alignments between the other higher education institutions and their academic staffs.

Just one academic staff respondent indicated seeing engagement by academics with the strategy by such mechanisms as special invitations to participate in strategy development or input (working groups, committees, focus groups, consultations etc). Institutional respondents more commonly indicated their perception of some direct involvement by academic staff in strategy development and/or evaluation, or in groups tasked with these types of activities (see Table 5).

Perspectives from the institutional profiles: engagement with strategy

A slightly more nuanced picture of how the academic staff in particular perceive their relationship with the internationalisation strategies or agendas at their institutions can be gleaned from the five institutional profiles prepared for this report.

Consistent with the most common response by the full pool of institutional respondents, the notion that academic staff and institutions perceive the involvement of academic staff to be mostly in the realm of ‘activities’ versus ‘strategy’ is also noted explicitly by HEI 1, 3, 4 and 5. HEI 3 and 4 also highlight the fact that the perceptions of academic staff involvement in strategy matters may have much to do with the particular kinds of ‘management’ or leadership roles that academic staff may hold, for example as members of internationally-focused committees.

Finally, several of the institutional profiles point to the idea that while ‘awareness’ of the internationalisation strategy may be high among academic staff – indeed, only one of the academic staff respondents reported being unaware of the existence of an internationalisation strategy at their institution – there is also some confusion about the realities of the existence, scope or nature of the internationalisation strategy (or, in some cases, its ‘proxy’).

Note: For more information on the institutional profiles, see Annex 3.

Table 5. Ways academic staff engage with the institution's internationalisation strategy, top five most frequent responses*

Ways academic staff engage	Non-profiled institutions** (n=23)	Ways academic staff engage	Profiled** institutions (n=5)	Ways academic staff engage	Profiled institutions' academic staff (n=24)
Advance specific aspects of the strategy in practice (eg, by promoting international research, participating in international projects or partnerships, etc)	30.43%	Advance specific aspects of the strategy in practice (eg, by promoting international research, participating in international projects or partnerships, etc)	60.00%	Advance specific aspects of the strategy in practice (eg, by promoting international research, participating in international projects or partnerships, etc)	54.17%
Feed input into (or engage with) the strategy through faculty/school channels	30.43%	Participate directly in the strategy development and/or evaluation/ feedback exercises	60.00%	Academics hold key decision-making roles re: the strategy (VRs, department heads, members of an internationalisation-focused committee etc)	20.83%
Hold key decision-making roles in relation to the strategy (eg, as vice rectors or as members of an internationalisation-focused committee, etc)	21.74%	Participate in specially formed efforts related to strategy development or input (eg, via working groups or focus groups, etc)	60.00%	Feed input into (or engage with) the strategy through faculty/school channels	16.67%
Participate directly in the strategy development and/or evaluation/ feedback exercises	17.39%	Feed input into (or engage with) the strategy through faculty/school channels	40.00%	Participate in internationalisation training activities (eg, seminars and workshops)	12.5%
Participate in specially formed efforts related to strategy preparation or review processes. Institutions facilitate communication between the central level of the institution (eg, rectorate or international relations office and academic staff via faculty-level representatives or international coordinators	13.04%	Hold key decision-making roles in relation to the strategy (eg, as vice rectors or as members of an internationalisation-focused committee, etc)	40.00%	Participate in (international) programme evaluation activities	8.33%

*Note: Percentages may exceed 100%, given the unrestricted nature of these open-ended questions.

**Note: 'Non-profiled institutions' refers to those institutions that are not one of the five profiled institutions featured in Annex 3. For more information on the five profiled institutions, please refer to Annex 3.

Ways institutions encourage academic staff engagement with the internationalisation strategy

When it comes to institutional encouragement of academic staff engagement, the data from this exploratory study first and foremost seem to highlight the fact that institutional respondents see more ways that institutions encourage this engagement than do academic staff respondents. To this point, the institutional respondents generated nine different categories of answers to this question, while the academic staff respondents generated just six categories of answers. The misalignment here points to an important challenge for the SUCTIA project in its subsequent phases: how to reconcile a sense among institutions that they are offering more in the way of encouragement than academic staff are clearly perceiving.

In some alignment, however, both groups note the importance of the role of information dissemination and communication activities, although the respondents from the profiled institutions point to this much more frequently, than the institutional respondents from the non-profiled institutions (see Table 6).

Notably, the non-profiled institutional respondents see encouragement coming most frequently in the form of offering academic incentives (such as opportunities or supports related to teaching, research, mobility and other projects). While not the top method of encouragement cited by the profiled institutions, 60% of that group indicated this as the method used by their institution to encourage academic staff engagement with the internationalisation strategy. Meanwhile, four out of the five profiled institutions point to communication and information as a key encouragement tool, but this is the case for just 35% of the other institutions. On the other hand, only one of the profiled institutions mentioned offering financial funding or financial incentives for academic staff engagement with the internationalisation strategy compared to 26% of the non-profiled institutions. Again, no academic staff member provided a response along these same lines.

Of particular importance to the SUCTIA project, perhaps – which is interested in the notion of academics' engagement with both actions and strategy – is the fact that the second most cited way (30.77%) that academic staff saw encouragement of engagement with their institution's strategy was actually not connected so much to strategy at all. Instead, this comes in the form of the institution focusing their attention on opportunities to involve academics in specific actions (see Table 6), particularly in relation to mobility and often specifically in relation to Erasmus programmes and initiatives.

Table 6. Ways institutions encourage academic staff engage with the internationalisation strategy, top 5 most frequent responses

Ways academic staff engage	Non-profiled institutions** (n=23)	Ways academic staff engage	Profiled** institutions (n=5)	Ways academic staff engage	Profiled institutions' academic staff* (n=26)
Institutions offer academic incentives (eg, teaching, research, projects, mobility opportunities or supports)	43.38%	Institutions provide communication/ information (eg, regular meetings to discuss/ promote the strategy, newsletters, dedicated websites, etc)	80.00%	Institutions provide communication/ information (including regular meetings to discuss/promote the strategy, newsletter, dedicated websites, etc)	73.08%
Institutions provide communication/ information (eg, regular meetings to discuss/promote the strategy, newsletters, dedicated websites, etc)	34.78%	Institutions offer academic incentives (eg, teaching, research, projects, mobility opportunities or supports)	60.00%	Institutions focus on engaging academic staff in actions (in addition to or in place of engagement with strategy)	30.77%
Institutions offer incentives for faculty prestige or professional motivation (including, awards, promotion, profile enhancement)	26.09%	Institutions offer incentives for faculty prestige or professional motivation (including, awards, promotion, profile enhancement)	40.00%	Institutions organise 'showcase events' to highlight internationalisation	7.69%
Institutions provide (or point academic staff to) financial incentives or funding opportunities	26.09%	Institutions provide (or point academic staff to) financial incentives or funding opportunities	20.00%	Faculty prestige incentives or professional motivation (including awards, promotion, profile enhancement)	3.85%
Institutions purposefully involve academic bodies (eg Education Council or Science Council) in the strategy preparation or review processes Institutions facilitate communication between the central level of the institution (eg, rectorate or international relations office) and academic staff via faculty-level representatives or international coordinators	21.74%	Institutions purposefully involve academic bodies (eg Education Council or Science Council) in the strategy preparation or review processes Institutions facilitate communication between the central level of the institution (eg, rectorate or international relations office) and academic staff via faculty-level representatives or international coordinators	20.00%	Staffing: faculty reps or international coordinators facilitating communication between faculties and the rectorate/ international relations office regarding internationalisation Dedicated unit focused on promoting internationalisation	3.85%

*Note: Percentages may exceed 100%, given the unrestricted nature of these open-ended questions.

**Note: 'Non-profiled institutions' refers to those institutions that are not one of the five profiled institutions featured in Annex 3. For more information on the five profiled institutions, please refer to Annex 3.

Again, as seen in the discussion in the previous section on ways academic staff engage with their institution's internationalisation strategy (versus the focus in this section on the ways academic staff are encouraged to engage with this strategy), the line the data seem to be drawing between matters of strategy and more concrete activities connected to internationalisation is not completely clear. On the one hand, there could be some haziness about the distinction between these two issues in the minds of the questionnaire respondents. There could also be a flaw in the questionnaire in failing to meet the needs of all respondents to carefully articulate those distinctions. And, finally, in providing these answers that straddle the line between strategy and concrete actions, some respondents may be providing us with purposeful indications of a real disconnect between strategy and academic staff engagement at their institutions.

Perspectives from the institutional profiles: encouragement to engage with strategy

Two messages emerge clearly from the institutional profiles with respect to the notion of encouragement of academic staff to engage in their institution's internationalisation strategy. On the one hand, there is a perception among the HEIs that a fair amount of communication is already being shared about each institution's internationalisation activities and priorities. On the other hand, academic staff report very uneven degrees of understanding and sense of engagement or invitation to engage. This may indicate that – beyond quantity – there is a need for institutions to consider the quality, relevance, timing and other such variables of the communications they are producing about internationalisation that are targeted at academic staff.

The variety of responses reported by the institutional authors, even across the very small pool of respondents per institution, is notable. The communication offered by institutions about things international do seem to register with academic staff respondents in terms of connecting them to their institution's international engagements. But, as HEI 4's profile notes, "There is a sense of a lack of direct involvement in the development of the strategy itself;" and, "What is known by academics is at a more local level... and the respondents are mostly involved, in some way, with internationalisation activities within their area."

Indications of the very 'individualised' ways that faculty often intersect with the internationalisation agendas of their institutions are apparent in the other institutional profiles, as well; again, often connected to academic staff's particular roles or involvement in specific kinds of activities (from research to teaching to their own mobility experiences).

Note: For more information on the institutional profiles, see Annex 3.

For the SUCTIA project partners, it will likely prove important to work through these distinctions of strategy and specific actions or activities in the further development of project materials and training activities.

Ways academic staff engage with the institution's international activities

When asked about the ways that academic staff engage with the institution's international activities (as opposed to its strategy), both groups of respondents – institutional and academic staff – were very forthcoming in articulating a wide range of ways in which this occurs.

Institutional and academic staff respondents coalesced around the notions that participating in international research projects, undertaking a range of responsibilities in connection to student mobility support, participating in academic mobility, as well as teaching in international joint programmes of different kinds, are common avenues for academic staff engagement. Indeed, despite the fact that the institutional respondents' list of such activities was slightly longer and more varied than that generated by the academic staff respondents (ie, the institutional respondents generated 21 categories of responses, versus 15 generated by the academic staff), there was a fair amount of overlap across the two groups' responses (see Table 7).

Among the key activities where the five profiled institutions indicate encouragement of academic staff – in contrast to the broader population of non-profiled institution respondents – we see organisation/participation in international events, such as conferences and seminars (60.00%); participation in international academic networks (40.00%); and co-supervision or cotutelles for doctoral level students (40.00%). In contrast to the two areas analysed before, here the replies of the profiled institutions are more or less in line with those of the non-profiled institutions.

Table 7. Ways academic staff engage with the institution’s international activities, top five most frequent responses

Ways academic staff engage	Non-profiled institutions** (n=24)	Ways academic staff engage	Profiled** institutions (n=5)	Ways academic staff engage	Profiled institutions' academic staff* (n=31)
Participate in international research projects	83.33%	Participate in international research projects	80.00%	Participate in international research projects	58.06%
Carry out responsibilities related to inbound and/or outbound mobility (including coordination, advising, recruitment, etc)	79.17%	Carry out responsibilities related to inbound and/or outbound mobility (including coordination, advising, recruitment, etc)	80.00%	Carry out responsibilities related to inbound and/or outbound mobility (including coordination, advising and recruitment)	48.39%
Teach in joint programmes (including joint degree programmes)	70.83%	Teach in joint programmes (including joint degree programmes)	80.00%	Participate in academic staff mobility exchanges	38.71%
Participate in staff mobility exchanges	45.83%	Participate in staff mobility exchanges	60.00%	Teach in joint programmes (including joint degrees)	19.35%
		Organise/participate in international events (eg conferences or seminars)	60.00%		
		Participate in international projects	60.00%		
Engage in and/or support international partnership and programme development	33.33%	Engage in and/or support international partnership and programme development	20.00%	Participate in international projects (including Erasmus+)	12.90%
				Teach in English – ie English Medium Instruction (EMI) – or other non-local(s)	12.90%
				Teach inbound mobility students	12.90%
				Host international academics	12.90%

*Note: Percentages may exceed 100%, given the unrestricted nature of these open-ended questions.

**Note: 'Non-profiled institutions' refers to those institutions that are not one of the five profiled institutions featured in Annex 3. For more information on the five profiled institutions, please refer to Annex 3.

Several items bear additional consideration here. On the one hand, it's interesting to note that just one institutional respondent suggested that a method for staff to engage with the institution's international activities involved reinforcing/supporting international competences development efforts (languages, intercultural communication skills *etc*), and just one academic respondent highlighted supporting Internationalisation at Home efforts (including internationalisation of the curriculum). The SUCTIA project partners recognise the cultivation of student learning outcomes connected to the development of international and intercultural skills, and the further development of agendas focused on Internationalisation at Home and internationalisation of the curriculum, as important trends in European higher education today. The fact that almost no respondents also flagged these areas could say something about their visibility among the specific respondents to the two study questionnaires, or the overall prevalence or 'embeddedness' of these issues at the institutions that were invited to participate in this study. Regardless, these will be areas in which further consideration by the SUCTIA project partners will be necessary in order to better understand their place in the training materials and approaches to be developed over the course of the SUCTIA project.

Similarly, it is fascinating to note that just two academic respondents, and just one institutional respondent, specifically named involvement in COIL activities (ie, collaborative online international learning) as a way for academics to engage with their institution's international activities. Given the massive pivot – as a result of the COVID-19 pandemic – to online teaching, learning, networking, and other core areas of activity in higher education since the data collection period in March–April 2020, it will be important to consider how matters of virtual exchange and mobility will factor into the needs and sensibilities of institutions and academic staff over the course of the SUCTIA project's work.

Perspectives from the institutional profiles: engagement with activities

Consistent with the overall data collection process, the institutional profiles indicate that these specific institutions and their academic staff each perceive a wide array of ways in which academic staff engage in international activities in the course of their work.

Interesting subtleties are apparent in the institutional profiles' slightly deeper examinations of institutional dynamics, however. For example, although the overall questionnaire data seem to downplay the issue of internationalisation of the curriculum as a key consideration, both HEI 1 and HEI 5 note this as an area of concern at their institutions, which emerges from the data concerning the principal knowledge, skills or abilities that academic staff at their institutions need to develop. HEI 3 notes the same from its assessment of its respondent data, along with concerns around the need for some focus on matters of Internationalisation at Home. HEI 3's overview also highlights the variation in personal experiences with engagement that are possible across even just one institution.

Finally, some variation of the word 'Erasmus' was mentioned by 25.81% of academic staff respondents and 30.43% of institutional respondents, as somehow linked to the ways that academic staff engage with their institution's international activities. These relatively low percentages of the mention of Erasmus by name may be cause for disappointment that the flagship internationalisation

programme in European higher education is not more top of mind among the questionnaire respondents. On the other hand, it could be that Erasmus is so ubiquitous that its role is implied in the various areas and activities cited by respondents, especially in relation to mobility. For their part, four of the five institutional profiles pointed specifically to Erasmus as relevant in the discussion of academic staff engagement with international activities at their respective institutions.

Note: For more information on the institutional profiles, see Annex 3.

Ways institutions encourage academic staff engagement with the institution's international activities

In terms of modes of encouragement offered by institutions to engage academic staff in international activities, the list generated by the institutional respondents was again slightly longer than that produced by the academic staff respondents. However, there was clear alignment across the two groups that communicating opportunities to engage is a key component of this work. As seen in Table 8, all of the profiled institutions, 82.61% of the non-profiled institutions, and 68% of the academics mentioned this aspect. Of course, looking at this from the opposite angle, it is remarkable that more than 30% of the academics do not point to communication or information dissemination as a main method of encouragement for academic staff engagement.

Table 8. Ways institutions encourage academic staff to engage with the institution’s international activities, top five most frequent responses

Ways institutions encourage	Non-profiled institutions** (n=23)	Ways institutions encourage	Profiled*** institutions (n=5)	Ways institutions encourage	Profiled institutions' academic staff* (n=25)
Communicate opportunities to engage	82.61%	Communicate opportunities to engage	100.00%	Communicate opportunities to engage	68.00%
Provide administrative support and guidance (eg, project or programme application preparation and submission help, degree programme support services, legal advice)	30.43%	Issue invitations to participate in training activities	60.00%	Provide funding for specific activities (including mobility, conference organisation and international guests)	16.00%
Provide funding for specific activities (eg, mobility)	21.74%	Provide funding for specific activities (eg, mobility)	40.00%	Provide administrative support and guidance (eg, application preparation and submission help or degree programme support services, legal advice)	12.00%
Organise events for information dissemination	21.74%	Provide administrative support and guidance (eg, project or programme application preparation and submission help, degree programme support services, legal advice)	40.00%	Proactive suggestions / overt encouragement for collaboration possibilities	12.00%
		Recognise international activity via appreciation awards or through assessment and promotion activities	40.00%		
Issue invitations to participate in training activities	17.39%	Recognise international activity via appreciation awards or through assessment and promotion activities	20.00%	Courses and workshops on teaching strategies and evaluation in International environments/classrooms	8.00%
Issue invitations to participate in international events (including designated international weeks, international guest seminars, etc)	17.39%				
Recognise international activity via appreciation awards or through assessment and promotion activities	13.04%	-	-	Organise events for information dissemination	4.00%
				Invitations to participate in training activities	4.00%
				Recognition: Offer an award in appreciation for engagement; consider engagement in relation to promotion	4.00%
				Encouragement/support for engagement in international networks and associations	4.00%

*Note: Percentages may exceed 100%, given the unrestricted nature of these open-ended questions.

**Note: 'Non-profiled institutions' refers to those institutions that are not one of the five profiled institutions featured in Annex 3.

***Note: For more information on the five profiled institutions, please refer to Annex 3.

Providing administrative support and guidance (for example, in relation to international project application preparation and submission or degree programme support services), and providing financial support for specific activities (such as mobility, event organisation, and hosting international visitors) constitute the frequently mentioned encouragement mechanisms for both groups – although institutional respondents pointed to these two mechanisms with higher rates of frequency (see Table 8) and within this group, the profiled institutions are substantially more represented than the non-profiled HEIs.

Of particular interest to the SUCTIA project, relatively few respondents pointed to training or professional development as ways institutions encourage academic staff engagement in international activities. Just 17.39% of non-profiled institutional respondents noted that issuing invitations to participate in training activities was a way institutions encourage such engagement, while just two academic staff respondents (8%) indicated that courses and workshops focused on such matters as teaching strategies in international classrooms and approaches to evaluation in international environments was a method used to encourage engagement. Among the profiled institutions a much larger percentage of respondents (60.00%) indicated that issuing invitations to participate in training was a relevant encouragement method for engaging academic staff in international activities.

Beyond the action of communicating opportunities, it is interesting to note how very little in the way of coalescence was seen among the various other suggestions respondents put forward for ways that institutions engage academic staff in international activities. A clear message here seems to be that a solid proportion of academic staff are aware of communications around these opportunities, but they are not perceiving a particularly wide array of additional encouragements (see Table 8).

Perspectives from the institutional profiles: encouragement to engage with activities

In general, the institutional profiles highlight the trend seen in the broader data having to do with the centrality of information dissemination as a key instrument for encouraging academic staff engagement with internationalisation activities.

For example, HEI 5 noted that “The university regularly spreads information about these programmes by sending emails and updating web information, so that all these internationalisation opportunities are highly promoted,” with the HEI 3 profile describing a similar scenario. HEI 1 shared that one questionnaire respondent from that institution specifically referred to “frequent communication about opportunities and funding as an encouragement to engage with the international activities.”

Interestingly, HEI 4 reported that “One respondent declares, ‘Our involvement is driven by our personal network and personal inclination to international activity’”. This speaks to the notion that the perspectives of the questionnaire respondents who mentioned providing funding for specific activities and encouraging support for engagement in international networks or associations – though small in number in the context of this study – may resonate more widely.

Note: For more information on the institutional profiles, see Annex 3.

For the SUCTIA project, paying attention both to the power of communication to draw academic staff in to the dynamics at internationalisation, as well as the importance of reaching individual academics by recognising their particular needs and interests, may prove particularly useful in the coming stages of the project.

Internationalisation strategy and activities: perspectives on good practice, additional resources and steps for improvement

Good practices

Both the institutional and the academics' questionnaires solicited input in the way of perceived good practices for encouraging academic staff to engage with internationalisation and international activities. These queries generated a wide range of insights, resulting in some of the largest volumes of answers of any of the questions on the two questionnaires. A total of 16 categories of responses resulted from the academic staff input, and 19 categories of responses emerged from the institutional questionnaires. Though few respondents articulated closely aligned ideas when answering this open-ended question, a number of themes can be teased out from their input.

First – as in other areas already covered in this report – some appreciation for information dissemination and communication is apparent. The responses from the academic staff questionnaires (n=24) were more overt about this: 29.17% of respondents made reference to some aspect of communication and information dissemination as a good practice at their institution for encouraging academic staff involvement in international activities or the internationalisation strategy. Meanwhile, of course, the fact that more than 70% of academic respondents did not point in some way to information dissemination and communication as an area of good practice at their institution opens the door on many important questions about the quality and quantity of these types of efforts. This is an issue that the SUCTIA project will clearly need to address in the next stages of its work.

The second most frequent set of responses regarding good practice from among the academic staff respondents alluded to training courses, including those focused on English language skill development (16.67%). Support or incentives for organising international conferences (16.67%) and encouragement and support to engage in mobility (12.50%) rounded off the list of most frequently mentioned examples of good practice in the academic staff data. Eleven other categories of good practices were generated by the academic staff respondents, but these were mentioned by just one or two respondents each.

From the institutional perspective (n=24), the most frequently mentioned examples of good practice also included information dissemination, such as through periodic meetings with academic staff (12.50%), use of websites (12.53%), and events like international weeks to showcase key aspects of the internationalisation effort (8.53%). Financial incentives and funding opportunities were also mentioned by institutional respondents (12.50%), as was personalised attention or “counselling” of academic staff (8.33), for example to assist them in finding opportunities to pursue research funding. Two respondents (8.33%) specifically mentioned training as an area of good practice: one in relation to general internationalisation training provided by the institution and one specifically focused on training focused on COIL. Also mentioned by 8.33% of institutional respondents were things like support for mobility, region-specific approaches or activities, offering faculties some autonomy with respect to internationalisation, and “bottom-up approaches”. Again, however, the responses were very diverse, with the vast majority of the response categories comprised of input from just one or two respondents, likely indicating that none of these aspects were more broadly practised activities.

Of major importance to the SUCTIA project is the very limited degree to which training is perceived as an area of good practice among both sets of respondents and the large percentage of both academic staff and institutional respondents who fail to mention communication and information dissemination among their institution's strong suits.

Perspectives from the institutional profiles: good practice

The profiled institutions further demonstrate quite vividly the wide range of perspectives around issues of good practice.

For example, HEI 3 clearly points to information dissemination as a notable area of good practice at that institution, indicating that “The communication strategy for internationalisation seems to be working very well, as all the respondents mention several channels through which they are informed about international initiatives for students and staff, as well as for teaching and research.”

However, the HEI 1 profile highlights that its institutional respondents see good practices in a range of forms, including “frequent international cooperation meetings; sabbatical leaves (internationalisation as part of the individual academic performance assessment); dissemination, in English, of the training offers; incentive to develop research projects and participation in international conferences; information and institutional support to improve international education, partnerships and publications.”

This landscape of diverse perspectives within the same institution is perhaps most overtly captured by HEI 4's profile, which asserts that “No clear picture of good practices emerges here.” On the one hand, some respondents at that university point to specific activities—such as “the free courses, workshops and activities to develop teaching and evaluation skills within the institution,” along with “identifying foreign partners” and developing international curricula”—while others find it “difficult to identify institutional best practices,” in light of the fact that “participation in internationalization activities is voluntary.”

Good practices appear to be very much in the eye of the beholder when it comes to engaging academic staff in an institution's internationalisation strategy and activities.

Note: For more information on the institutional profiles, see Annex 3.

As the responses from both sets of questionnaires covered a broad array of concerns – including financial and administrative structures and supports, professional considerations such as the evaluation and promotion of academic staff, and educational activities such as curriculum development – it is challenging to highlight focal points in the data. Indeed, though relatively small in number, the responses to this question (n=24 for both the academic staff and institutional respondents) offer a wide-angle view of many aspects of internationalisation where respondents perceive that examples of good practice reside. Of course, the lack

of consensus around common answers also begs the question: can something that is perceived to be a 'good practice' by a very small number of individuals actually be considered a good practice?

For advocates keen to advance agendas that effectively draw in academic staff to an institution's internationalisation strategy and/or activities, the disparate range of insights into what constitutes good practice may be a source of some frustration. On the other hand, this finding offers a very helpful and pragmatic reminder of the need to consider carefully the particular individual and institutional contexts framing this discussion. The lack of consensus around good practice approaches will demand careful attention to who the 'target audience' is and what resonates with them to encourage and support enhanced engagement. However, the wide scope of perceptions about what might constitute good practice also offers a similarly wide scope of possibilities for action, which – encouragingly – means that many different types of approaches may yield hoped-for results. The challenge for an HEI is then to decide which approach to prioritise over another, especially if there are no clear preferences to be detected.

Suggested additional steps institutions could take

In terms of ideas around steps that institutions could take to foster better engagement by academic staff, it is interesting to note that the institutional responses (n=26) cluster a bit more tightly around 16 response categories, while the input from the academic staff (n=25) is somewhat more granular and individualised, generating 23 response categories. Both answer patterns converge with the previous findings of a very disperse and fuzzy landscape.

From the institutional questionnaire, we see that rewarding faculty and/or offering incentives, for example in the form of institutional research funds, is cited by more than one quarter (26.92%) of respondents to this question. The next most frequently cited possible step to encourage engagement is improved information communication and dissemination, which is flagged by 15.38% of institutions.

Of importance to the SUCTIA project is that just three (11.54%) respondents point to training as a key step their institutions could take. Equal numbers also suggest encouraging more mobility abroad experiences for staff; increasing commitment, buy-in and engagement of top leadership at the institution with respect to internationalisation; and recognising international engagement as "integral, rather than 'extra work'." The formulation of more specific and strategic goals for internationalisation was cited by just two respondents (9.52%), to round out the topics that were touched upon in these responses.

The academic staff questionnaire responses also hit on many of those same ideas. Additionally, they highlighted interest in inclusion of international activities in the assessment criteria for academic staff, along with recognition that this work is integral, not "extra" in nature (8.00%). Additionally mentioned – at two respondents (8.00%) each – were the topics of support for international research; the desire to see a well-qualified internal team assembled to develop the institution's internationalisation strategy; more training for faculty (eg with respect to intercultural competence); better and more individually-tailored communication to academic staff about international activities and opportunities; and rewards and incentives for engaging internationally.

Perspectives from the institutional profiles: additional steps institutions could take

The profile example offered by HEI 4 mirrors closely some of the general findings from the academics' questionnaire, by noting that "The suggestions about steps to be taken to better engage the academic staff in the international strategy and activities of the institution are varied: the academics have plenty to say." Indeed, HEI 4's academics indicate an interest in everything from having academic staff play a more direct role in developing their institution's internationalisation strategy, to ensuring their international activities are considered in the individual assessment process, to expanding international curricula development and teaching in English.

The HEI 4 profile authors also raise an important point when they note that some of the steps suggested by academic staff may already be implemented to some extent, at least in certain parts of this multi-city institution. Ensuring awareness among academic staff of how the institution operates in these areas certainly highlights again the importance of communication, or the lack thereof.

For its part, one of the key findings from HEI 2's profile is the potential value of involving academic staff in the development of strategy via a consultative process, as a method to cultivate greater awareness and buy-in. Ultimately, ensuring that the institution has "a well-defined system, guidelines, strategy, action plans and everything that goes along" with this kind of comprehensive framework could offer important benefits for enhancing academic staff engagement, at least at HEI 2.

Note: For more information on the institutional profiles, see Annex 3.

When it comes to possible steps for enhancing academic staff engagement with internationalisation, the span of the issues noted by questionnaire respondents – from the financial to the operational and professional, to the curricular, to the strategic and structural – is indeed notable. This highlights the fact that a breadth of considerations may frame these discussions at any one institution, and that institutional, individual and disciplinary particularities may be important sources of these various perspectives. For the SUCTIA project, the approaches taken to training focused on academic staff will benefit from a sensitivity to the scope of perceived needs and interests in relation to the international dimension that may be in evidence at any given institution, in any given training room, at any given time. It also shows that it may be difficult for institutions and academic staff to agree on certain activities. This speaks to the importance of internationalisation strategy development that is undertaken jointly by institutions and academic staff, and which deliberately defines priorities.

For the SUCTIA project, the approaches taken to training programmes focused on academic staff will benefit from a sensitivity to the scope of perceived needs and interests in relation to the international dimension that may be in evidence at any given institution, in any given training room, at any given time.

Additional resources that institutions could apply

With 63.64% of academic staff (n=22) and 45.83% of institutional respondents (n=24) identifying financial resources and/or rewards as an item that would contribute to better engagement of academic staff in their

institution's internationalisation strategy or activities, this item was a clear frontrunner in the list of additional resources seen to add value to this process.

The second most frequent additional resources cited by institutional respondents (at 20.83% each) were additional time for academic staff (*eg* in the form of workload reductions); more and better communication (including strong arguments, success stories, and a focus on tools and resources for promoting internationalisation); and an expansion of mechanisms or criteria for the recognition of academic staff participation or contributions in relation to internationalisation (for example, through their formal evaluation processes). Academic staff also identified time as a key resource, but less frequently, with just 9% of respondents pointing to this issue.

Higher on the academic staff wish lists were incentives/support for mobility (31.82%). Just over 18% of academic staff also cited both a greater concentration of human resources to support their work in relation to internationalisation efforts and an interest in seeing training options related to internationalisation, including English and other foreign language training support, and generally a wider spectrum of training offerings. Notably, the institutional respondents did not mention anything in relation to training, when it comes to additional resources of perceived value for engaging academic staff in internationalisation efforts or activities.

Perspectives from the institutional profiles: additional resources institutions could apply

Across all five of the profiled institutions, a common theme when it comes to additional resources—consistent with the wider survey data—is, indeed, funding. In each case, however, the picture is also more nuanced, pointing to a wider landscape of interests when it comes to what might help enable academic staff engagement with internationalisation.

In the case of HEI 3, time is noted as a key factor of interest, along with additional human resources in the way of administrative staff to support international activities and efforts.

HEI 3, 4 and 5 also mention the need to offer support and encouragement to faculty to develop English language skills. In some ways, this can be perceived as a plea for resources across two dimensions: one, in support of skill development for individual academic staff; in another sense, through that language skill development, the institution deepens its internationalisation resource base by being able to count on the preparedness of multilingual academic staff to help advance its agenda.

HEI 1 flags not only funding, but two additional resource aspirations: greater technical support in the creation of research networks and high-quality videoconference structures. With the ongoing developments connected to the COVID-19 pandemic, access to, and support in leveraging, technological resources will be an important area to consider when it comes to facilitating ongoing academic staff engagement in international activities.

Finally, HEI 2's profile brings up a very important consideration, when it highlights not only the need for funding to support academic staff "to develop internationalisation skills, knowledge and abilities", but also the need for effective deployment of the resources the institution already possesses. The distinction between resources and performance is a fascinating one, and brings to the fore a range of complex questions regarding how institutions operate, why, and with what degrees of strategic orientation, management skill, accountability, *etc.* These are important considerations as the SUCTIA project aims to engage academic staff from a wide range of institutions which may feature very different profiles with respect to operations and 'performance'.

Note: For more information on the institutional profiles, see Annex 3.

The centrality of funding as a key resource across both the academic staff and institutional respondents is complemented by an additional array of perceived supports that touch on many of the issues that matter most to academic staff: finding the time to engage with the international agenda, receiving the administrative support that would enhance this engagement, being appropriately prepared (*ie* trained) to engage meaningfully in this work, and being effectively rewarded for carrying it out.

Keen awareness of the calls for both incentives and support with respect to academic staff engagement with internationalisation positions the SUCTIA project to develop approaches to training development and delivery that take these issues appropriately into account – always understanding that diversity of realities that exist for individual trainers, training participants and institutions.

Training for academic staff: perspectives on existing approaches and topics of interest

Given the specific focus of the SUCTIA project on developing an approach to training academic staff in relation to internationalisation, the study aimed to uncover information both about the nature of existing training offers as well as what institutions and academic staff consider to be topics of relevance to include in any such training offer.

To this end, institutions were asked to indicate if they offered their academic staff such training and, if yes, to provide some additional details about the nature and scope of the training offer. Institutions were also asked to indicate what they believe to be the skills or knowledge areas that academic staff at their institution most need to develop in order for them to effectively support the institution's internationalisation strategy and/or internationalisation activities.

For its part, the academics' questionnaire prompted respondents to answer a parallel question with respect to the skills or knowledge areas that academic staff feel they and their fellow academic colleagues most need to develop in order to effectively support the internationalisation strategy and/or international activities at their institution.

There were several aspirations associated with this line of questioning. First, the goal was to gather information around how widely such training may be offered and how different institutions approach the

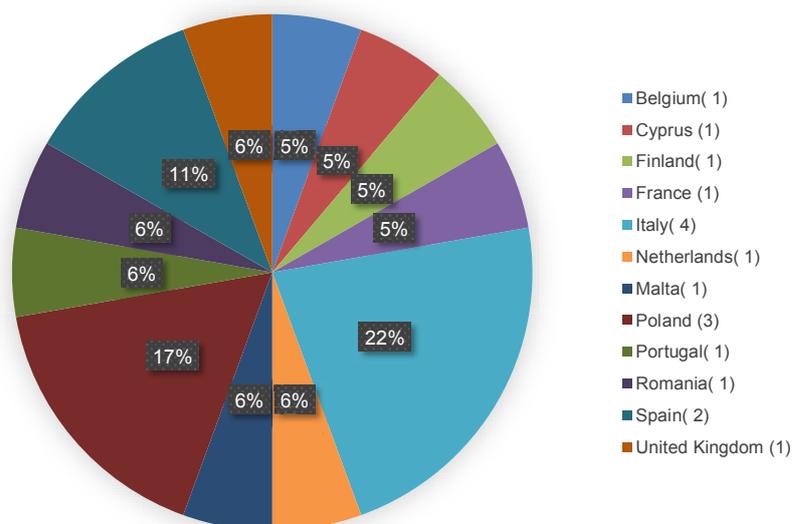
training of academic staff. Furthermore, by having respondents react to a set of training topics suggested by the SUCTIA project team, the study could test out the extent to which topics or issues of interest that the project partners had initially identified as pertinent resonate (or not) among a small ‘test pool’ of institutions and academic staff. In addition, the questions also allowed respondents to suggest additional topics of interest, which could serve to enrich the project partners’ understanding of possible training content. Finally, a comparison – though in no way definitive – of the topics academic staff and institutional respondents deem important for academic staff to engage with could provide insight into differences or similarities in perspectives across these groups.

The nature and scope of existing training offers

Results from the institutional questionnaire revealed that 18 institutions (48.65% of the 37 total institutional respondents) offered some form of “formalised training or professional development programmes specifically related to the internationalisation strategy or international activities of the institution”. Another 15 institutions reported that they do not offer this type of training, while an additional four institutions opted not to respond to the question.

All but two of the 18 institutions offering training were public institutions; both of the private institutions were located in Italy. A more comprehensive breakdown of countries offering these training programmes is provided in Figure 3. An overrepresentation of Italy (22%) is consistent with overall responses to the institutional questionnaire, and slightly higher numbers in Spain and Poland may be attributable to the fact that two of the five SUCTIA project partners are located in Spain and Poland.

Figure 3. Institutions offering internationalisation-related training to academic staff, by country (n=18)



Among those institutions offering training, a strong majority (13 or 72.22%) opt for a mix of in-house and external provision. Meanwhile, just 4 responding institutions (22.22%) indicated relying on in-house provision or expertise only and just one uses training support coming exclusively from outside the institution (see Table 9).

Table 9. Methods of delivery for training offered to academic staff (n=18)

Method of training delivery	Percentage of institutions*
Via a mix of in-house and external provision	72.22%
Via in-house experts/providers only	22.22%
Via external experts/providers only	5.56%
Via online provision	5.56%

**Note: Percentages may exceed 100%, given the ability to select multiple answers*

The only institution reporting online provision of academic staff training around internationalisation was the respondent from Finland. And apart from the options provided by the survey itself, no additional or different methods of training provision were suggested by the respondents. In light of the developments stemming from the COVID-19 pandemic, there may be significant evolution in practice here and this is an area that will deserve specific attention within the context of the SUCTIA project.

The questionnaire asked respondents to respond to three questions having to do, respectively, with the frequency of training opportunities offered, the numbers of individuals passing through these training activities and the target populations for the training. The open-ended nature of these questions resulted in a wide range of ways that the respondents articulated their answers. This made it challenging to precisely align their responses, but a 'clustering' of respondents' related answers is possible and illustrative.

In terms of the target populations for these training opportunities, 15 respondents offered usable responses. Twelve of the 15 respondents indicated, in some fashion, that training opportunities were directed at 'all' employees and/or academic and administrative staff. Two responding institutions specified that their training provision was directed exclusively at new academic staff; another indicated that theirs was for postgraduate students.

No respondents described the training offered by their institutions as compulsory, although the rather limited and fairly general phrasings of many of the answers to this open-ended question do not make it possible to rule out the existence of some compulsory training requirements at the responding institutions. Two respondents specifically noted that the training offer was voluntary by describing the provision as a resource for "anyone interested" or for "all academic staff willing to take the course. No obligation."

Meanwhile, in two instances, an orientation toward one or more specific populations within the institution was noted: One respondent clarified that "The main focus is on the administrative staff but the academic staff (teachers and researchers) are also considered," while a second noted that their institution's training was "For anyone interested, but specifically aimed at those teaching in the international classroom."

Seventeen of the 18 institutions offering training on internationalisation offered information on the frequency of their training provision, with a wide range of approaches reported. At one end of the continuum, an institution from Poland reported offering training 10 to 15 times per year. More common (to the tune of seven respondents) was the indication that training was offered once a year or “at least once a year”. In between these two positions, a multitude of other timings were cited, with variations on three, four, five and eight iterations per year, and less specific indications of timing such as “several times” per year, “regularly”, “anytime there is a group big enough, and “it depends.” One institution reported offering weekly training, specifically focused on language skills.

When it comes to the number of academic staff receiving training, 14 of the 18 institutions offering training on internationalisation were able to offer some indication of the volume of individuals that have been reached over the last 3-5 years. Again, there is significant variation in these figures, but Table 10 provides some indications of the picture that emerges from the very diverse (and sometimes opaque) responses offered:

Table 10. Numbers of participants in training offered to academic staff within last 3–5 years (n=14)

Number of participants	Number of responding institutions
Fewer than 100	7
100-500	6
More than 500	1

Generally, the institutions reporting training opportunities offered once per year or “at least once a year” reported the lowest numbers of training participants.

It is clear from the various data coming from the institutions that offer training to academic staff that no one size fits all, when it comes to the frequency of training sessions or the number of academic staff served by these activities. More alignment is seen in the way of delivery format (mostly a mix of in-house and external provision), with limited reliance on online training formats – although one wonders how this may be changing in the wake of the COVID-19 pandemic. Very little in the way of compulsory training seems evident, with a general indication that few limitations are placed on the opportunity to participate.

Skills or topics addressed in the training offered

In terms of the content of the training offered to academic staff, Table 11 provides an overview of this information.

Table 11. Skills or topics addressed in the training offered to academic staff, by frequency (n=18)

Training skill/topic	Percentage of responding institutions*
Teaching in the international classroom	55.56%
Internationalisation at Home initiatives/activities	55.56%
Intercultural communication	55.56%
Internationalisation of the curriculum	55.56%
English for international communication	44.44%
Introduction to internationalisation	38.89%
International and intercultural learning outcomes	38.89%
Publishing in international journals	38.89%
Management of an intercultural classroom	33.33%
Developing international research relationships or projects	33.33%
Understanding the institution's internationalisation strategy	33.33%
Other languages for international communication	27.78%
Internationalisation and social engagement	22.22%
Other topics/skills: <ul style="list-style-type: none"> • "Good practices in academic coordination of student mobility, Introduction to the redaction of Erasmus + KA2 academic cooperation projects, Preparation of Erasmus+ KA2 proposals. Capacity building for higher education, International Cooperation to Development actions and projects." • "international partnerships, ERASMUS Programme" • "adaptation to the new work environment" 	5.56%

* Note: Percentages may exceed 100%, given the ability to select multiple answers.

Two institutions from Italy, one from Belgium, one from Poland, and the one institution from France comprised the group of respondents indicating that “other languages for international communication”, apart from English, are included in the internationalisation training provision for their academic staff. The same institutions from Italy and Belgium, plus another from Poland, were the only four respondents indicating that “Internationalisation and social/community engagement” formed part of their training offer for academic staff.

From a maximum of 10 topics, to a minimum of two, the institutions offering training indicate that they touch on, on average, five topics in their training offerings.

Necessary training topics and skills, as perceived by institutions and academic staff

Whether or not they currently offer training for academics in relation to internationalisation, 26 institutions responded to a multiple choice question asking them to provide indications of their thinking around specific skills or knowledge areas that they consider important for academic staff to develop in order for them to effectively support the institution's internationalisation strategy. Table 12 provides a snapshot of this information.

Table 12. Skills or topics institutions consider most necessary for academic staff to develop in order to support the internationalisation strategy and/or international activities (n=37)

Training skill/topic	Percentage of responding institutions*
Internationalisation of the curriculum	54.05%
Teaching in the international classroom	51.35%
Internationalisation at Home initiatives/activities	48.65%
Intercultural communication	48.65%
Management of an intercultural classroom	45.95%
English for international communication	43.24%
Developing international research relationships or projects	40.54%
Understanding the institution's internationalisation strategy	37.84%
Publishing in international journals	27.03%
International and intercultural learning outcomes	24.32%
Internationalisation and social/community engagement	24.32%
Introduction to internationalisation	21.62%
Other languages for international communication	8.11%
Other topics/skills: <ul style="list-style-type: none"> • Support in relation to the international dimensions of research (eg support structures, influential factors, measures and metrics, engagement with networks, involvement in research-based cooperation for development projects, etc) • "competences in international calls for proposals" • "understanding how the institution's internationalisation strategy supports their own goals" 	2.70%

* Note: Percentages may exceed 100%, given the ability to select multiple answers.

Internationalisation at Home and of the curriculum rate highly in this exercise, as do teaching and intercultural classroom management issues, as well as a focus on communication issues, whether in English specifically or interculturally, more generally.

Here, it is interesting to note that some 60% of the institutional respondents did not opt to select as priority skills “Developing international research relationships or projects” and nearly 75% did not highlight “Publishing in international journals” – which could be assumed to be important topics for academic staff. Of course, it could be that these activities are perceived as so integral to the work of academics that they do not register automatically in the minds of institutional respondents as ‘training’ topics. More fundamental to the SUCTIA project, perhaps, is the fact that more than 60% of the institutional respondents do not identify “Understanding the institution’s internationalisation strategy” as a key priority for academic staff training. Without this fundamental understanding, buy-in from academic staff may be difficult to cultivate, something the SUCTIA project should carefully consider in the next stages of its work.

Of course, while understanding how institutions are thinking about priority skill areas for academic staff is interesting on its own terms, equally (if not more) interesting is to consider how institutional representatives and academic staff at the *same* institution are feeling about these matters. Table 13 offers an opportunity to engage in this type of comparison, using the institutional and academic staff data provided by the five institutions profiled more closely in this report.

Table 13. Comparison of skills/topics considered most necessary by the five profiled institutions and their academic staff

Training skill/topic	Academic staff respondents* (n=32)	Institutional respondents* (n=5)
Teaching in the international classroom	68.75%	80.00%
Internationalisation of the curriculum	59.38%	100.00%
Developing international research relationships or projects	59.38%	40.00%
English for international communication	53.13%	40.00%
Understanding the institution's internationalisation strategy	46.88%	60.00%
Publishing in international journals	46.88%	40.00%
Intercultural communication	43.75%	100.00%
Internationalisation and social/community engagement	40.63%	20.00%
International and intercultural learning outcomes	40.63%	80.00%
Internationalisation at Home initiatives/activities	37.50%	60.00%
Management of an intercultural classroom	37.50%	100.00%
Introduction to internationalisation	18.75%	40.00%
Other languages for international communication	12.50%	0.00%

* Note: Percentages may exceed 100%, given the ability to select multiple answers.

Clearly, the percentages derived from the institutional data are amplified by the single responses per institution on the institutional questionnaire, versus the multiple responses per institution when it comes to the academics' questionnaire. Nonetheless, the value of this exercise is the opportunity it offers to open the door on a consideration of some of the ways in which institutional and academic staff perspectives may differ when it comes to priorities for academic staff training, or the extent to which there are different levels of awareness among respondents about the nature and scope of internationalisation and its relevance to the institution. The shaded rows in Table 13 highlight particularly stark differences.

Several ideas present themselves as to why some of these discrepancies are present. For example, on the academic staff side, the pool of respondents identified as fairly senior in their careers, which may imply that their approach to their teaching and research activities was formed at a time when internationalisation was a less prominent priority for institutions and systems of higher education overall. This could explain why "internationalisation of the curriculum" is a much higher priority for institutional respondents, as compared with the academic staff respondents.

The same could be said for the discrepancy in prioritisation of the topic of "management of intercultural classroom". The individual academic staff respondents to this study, largely sitting at a mid- to advanced-career stage, may no longer be so often in the classroom, or may feel that classroom management is a not such key concern or priority at this point in their professional lives. This could be contrasted against the institutional respondents, who may be thinking about the academic staff at large, who more generally are facing challenges in this area. Even still, it is interesting to note that both groups seem to place a premium on the need for training in relation to "teaching in the international classroom".

What is clear is that, once again, as seen across the various other dimensions of this report, the frame of reference of respondents appears to play a very important role in making sense of how different actors perceive and value internationalisation and international activities within their institution and within their individual working lives as academic staff. Ultimately, what we do not know about our respondents' perspectives is actually vitally important. As highlighted by the authors of the HEI 4 institutional profile, in regard to the matter of skill interests and priorities: "What is not clear from the answers is whether the low importance assigned to some of the above skills and knowledge areas is because they are considered to be developed, not very important, or simply to the fact that the question was not understood." In practice, this has important implications. Reaching agreement on the importance of some form of training or professional development for academic staff at a given institution is an important step, but only the beginning of a deeper process. Indeed, the SUCTIA project's effort to build out impactful training materials and experiences will need to systematically explore how best to surface the potential mismatch in priorities and interests embedded in the realities of academic staff and the institutional actors responsible for internationalisation. Good groundwork in terms of opening the lines of communication around the interests in play and a continual effort to avoid falling back on assumptions – around shared interests or 'common understanding' – will likely be crucial in this work.

Conclusion

This report offers original insight into how respondents at a group of European higher education institutions perceive various aspects of the experience of academics in engaging with their institutions' international strategies and activities. It also provides an indication of how some of these institutions are already undertaking training of academic staff members in relation to internationalisation. And it attempts to shed light on some of the core topics and issues that both institutions and academic staff think are important when it comes to training or professional development of academic staff in relation to internationalisation.

Challenges and limitations

Without question, this effort to uncover the insights noted above must be considered a truly exploratory study. There are several reasons for this. Most fundamentally, the report is not representative. The total number of respondents to the two questionnaires is extremely low in relation to the overall European higher education community of institutions and academics. Furthermore, responses across a wider range of European countries, regions and institutional types would have offered a more expansive picture of the realities the SUCTIA project sought to uncover. Similarly, the scope of academic fields represented among the academic staff respondents is not completely aligned with European averages (at least when considered through the lens of student enrolment), while the perspectives of advanced career academics are overrepresented.

The challenges built into the study framework were also considerable. The timeline for development, implementation and analysis was quite short. In addition, the aspirations of the project partners to acquire original and highly individualised perspectives from questionnaire respondents required the use of a significant number of open-ended questions. This generated a goodly amount of qualitative data, which is by nature rich but 'messy', and often challenging to distil down to easily categorised or comparable units of information. If this study were to be replicated, expanding its scope and timeline would likely yield further depth to the findings it could offer.

Nonetheless, though quantitatively small in scope, there is a real richness to the data generated. These open the door on a set of issues that connect directly to an array of considerations having to do with the focal point of this study: academics' engagement with internationalisation, both from their own perspective and the perspective of the institutions where they are employed.

The 'kaleidoscope' effect of the many disparate pieces of data provided by the respondents is on the one hand a bit overwhelming. However, what this body of data ultimately offers is a very useful set of what one might term 'heat maps'—offering compelling indications of what matters to academics and institutions, and what should guide the SUCTIA project in its decision making moving forward. These can be distilled down to the following key take-aways.

Key take-aways

Rationales matter. The evidence from this study suggests that academic staff are much more actively engaged with implementation of internationalisation strategy (*ie* international activities) than strategy development. And where engagement of academic staff with strategy development and evaluation occurs,

this is the purview of a small number of individuals who hold particular roles, for example on committees or in leadership (such as deanships). As such, their responsibilities call for direct engagement with the strategy in ways that are likely much less apparent to others not in similar positions. In other words, the rationale for their engagement is clear and embedded directly in a formal role. So, calls for academic staff more widely to “engage with internationalisation strategy” need to clearly and carefully sort out some very fundamental questions around what this really means in practice; the extent to which some or all of the academic staff realistically need to engage with the strategy; what’s in it for those individuals; and how the work of internationalisation may connect to other shared rationales – such as the provision of quality education – at a given institution.

Context and perspective matter. The data from this study suggest that effective support and encouragement of faculty to more fully engage in the international life and objectives of the institution requires making good sense of each stakeholder’s frame of reference. The very wide array of responses to the questions about additional resources needed or steps to take that could make a difference, along with very different perspectives on if, or how, institutions are effectively encouraging staff engagement with internationalisation, highlight the need to begin by asking good questions: What does internationalisation look like from where you sit? What does it mean to you? How much do you care about it, or not, and why? The fact that individuals at the very same institution articulate very disparate perceptions of what is happening around them with respect to internationalisation – which is very clearly demonstrated in the institutional profiles – means that context and perspective matters greatly. Training aimed at groups of academic staff must take this key factor into account.

Communication and information matter. A consistent message across the data collected from this study is that information and communication are greatly desired and highly appreciated. Effective communication and information dissemination is a complex business, of course, with the ultimate goal of getting the right information to the right people at the right time often difficult to achieve in practice. Still, as individual institutions and initiatives like the SUCTIA project aim to advance more sophisticated approaches to engaging and supporting academic staff in the international agenda of our institutions, communication will play a key role in making that happen.

Incentives and rewards matter. Both institutional and academic staff respondents to the study questionnaires made it very clear that academic staff are eager to feel that their engagement in international activities matters in substantive ways. From rewarding their efforts at the time of performance assessments, to recognising their contributions through awards, to encouraging their participation through funding mechanisms, there are a variety of ways that stakeholders see value in acknowledging academic staff engagement in internationalisation in ways that matter to them. Efforts to encourage engagement and activity that are unaware of these interests risk being out of step with some real concerns that academic staff may bring to this conversation about their level of involvement.

Resources matter. The work of academic staff to engage with and support the internationalisation efforts of their institutions – like all work – requires an investment of resources. The data from this study indicates that resources such as time, money, and administrative staff support are perceived by stakeholders as being

particularly important for cultivating greater involvement of academic staff in internationalisation. As with the matter of rewards and incentives, a lack of sensitivity to the realities of resource needs and interests could reflect poorly on advocates for greater academic staff involvement, when it comes to this very central consideration.

Clearly, there are many variables in play within institutions. And while the SUCTIA project may not be able to control for all of these variables in each of the institutions with which it engages, understanding the dynamics at work should help the project frame its activities in thoughtful, comprehensive and nuanced ways. Importantly, now knowing how vital it is to ask the kinds of questions that were included in this exploratory study in order to surface the complexities that may be present in any one institution is a useful and important insight.

Why does this matter? Making progress in terms of strengthening academic staff engagement with internationalisation is of considerable importance today. The challenges of global health crises, economic slowdowns and highly disrupted international mobility patterns mean that the academic staff within Europe's higher education systems have many vitally important roles to play in 2020 and beyond – not least in terms of helping to keep our universities globally engaged and intellectually vibrant. Internationalisation offers many important avenues for supporting those objectives, but will be exponentially more successful in doing so with a strong majority of academic staff eager, willing, and well prepared to contribute to these goals.

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Annexes

Annex 1. Institutional questionnaire

Introduction

The EAIE is taking part in the Erasmus+ project *Systemic University Change Towards Internationalisation for Academia (SUCTIA)*. SUCTIA aims to raise awareness about, and shift the internal culture of, European higher education institutions towards internationalisation, thus creating a systemic change in our institutions and in European higher education more broadly.

SUCTIA, which runs from the period 2019-2022, builds on a previous Erasmus+-funded three-year initiative (2016-2019), known as Systemic University Change Towards Internationalisation (SUCTI). SUCTI focused on internationalisation of administrative staff through a peer training approach that yielded measurable positive results. Now, SUCTIA aims to empower academic staff by developing a model for providing academics with knowledge and skills related to their university's internationalisation process.

Thank you for agreeing to complete the SUCTIA institutional questionnaire! Your contribution is highly appreciated.

Completing the questionnaire

Before beginning, please note the following information:

Definitions

For the purposes of this project, the terms:

- “academia” and “academics” refer to individuals within higher education institutions who are engaged in teaching and/or research.
- “engagement” refers to the process of actively involving academics in discussions or actions related to their institution’s internationalisation strategy or international activities.

Collecting institutional data

We are seeking one completed questionnaire per institution. However, respondents are welcome (and indeed encouraged) to consult with any number of individuals within the institution who may have relevant insights into the questions posed. The kinds of individuals that may be most valuable to consult in the completion of this questionnaire include those who hold positions of responsibility within your institution and who have one or both of the following characteristics:

- Expertise in relation to the international dimensions or activities of your institution and/or
- Close connections with, or insights into, the experiences of the academic staff at your institution (i.e., those who engage in teaching or research).

Including input from multiple sources (for example, vice rectors for research or teaching) may be the best way to obtain a meaningful picture about the experiences of academics in relation to the internationalisation process at your institution.

Some additional information

We estimate that it will take approximately 12 minutes to complete this questionnaire.

This questionnaire will be available for completion until 20 March 2020.

This questionnaire consists of 23 questions across 3 sections:

1. Institutional information
2. Institutional experiences and perspectives
3. Respondent information

Before you complete the online version here, you may wish to [download a copy of the questionnaire](#) in order to review or print out the questions so that you will have an idea of the information requested. Again, please remember we are seeking one completed questionnaire per institution.

You will be able to change your responses on any survey page until you complete the survey. You can return to the survey to pick up where you left off and/or edit previous responses until you click the Done button. This setting will work properly only if you use the same device and web browser you used to start the survey.

Informed consent

1. CONSENT: By completing and submitting the questionnaire I confirm that:

- I have read the [information about Informed consent](#)
- I understand what the questionnaire is about and how the data will be used
- I consent to the EAIE to process my responses for the purpose of producing research for the SUCTIA project
- I agree to participate

Section 1: Institutional Information

2. **Institutional status.** Please indicate the status that best describes your institution:

- Public
- Private
- Don't know

3. **Institutional profile.** Please indicate the profile that best describes your institution:

- Research university (awards PhD or the equivalent)
- University of Applied Sciences
- Specialised higher education institution (eg business school, arts school, technical institution, medical school, vocational institution)
- Don't know
- Other (please specify)

4. **Enrolment.** Please indicate the number of students enrolled at your institution:

- Fewer than 5,000 students
- 5,000-10,000 students
- 10,001-25,000 students
- More than 25,000 students
- Don't know

5. **Academic staffing.** Please indicate the number of academics employed at your institution:

- Fewer than 100
- 100-500
- 501-1000
- More than 1000
- Don't know

6. **Country.** Please indicate the country where your institution is located: [For respondents whose institutions have multiple campuses or locations, please indicate the country of the home campus or primary legal or physical presence.]

7. **Strategy.** Does your institution have an internationalisation strategy?

- We have an internationalisation strategy that is part of the institutional strategy
- We have an internationalisation strategy that is separate from the institutional strategy
- We have an institutional strategy, but it does not include internationalisation
- Our internationalisation strategy is currently being developed
- We have neither an internationalisation strategy nor an institutional strategy
- Don't know

Section 2: Institutional experiences and perspectives

Please note that questions 8-11 ask you to consider separately matters of academic staff engagement with your institution's internationalisation strategy and your institution's international activities.

8. **Internationalisation strategy.** In what ways do your institution's academic staff engage with the internationalisation strategy (if your institution has one)?

For example, are academic staff involved in the development or evaluation of the strategy?

9. **Internationalisation strategy.** What does your institution do to encourage the engagement of academic staff with the internationalisation strategy (if your institution has one)?

For example, are there regular communications with the academic staff about the internationalisation strategy, incentives or rewards for helping out with the strategy's evaluation or evolution, etc.?

10. **International activities.** In what ways do your institution's academic staff engage with the international activities of the institution?

For example, do they participate in international research projects, teach in international joint degree programmes, advise inbound or outbound mobility students in some way(s), etc.?

11. **International activities.** What does your institution do to encourage the engagement of academic staff with the international activities of the institution?

For example, are there regular communications with the academic staff about international programmes or initiatives, incentives or supports for their involvement in international programmes or initiatives, etc.?

Section 2: Institutional experiences and perspectives

12. Does your institution offer its academic staff any kind of formalised training or professional development programmes specifically related to the internationalisation strategy or international activities of the institution?

- Yes
- No
- Don't know

Section 2: Institutional experiences and perspectives

13. For whom is the training offered?

14. How many times per year are the trainings offered?

15. Approximately how many academic staff have participated in the training over the last 3-5 years?

16. What skills or topics are addressed in the trainings offered to academic staff by your institution? Please check all that apply.

- Introduction to internationalisation
- Understanding the institution's internationalisation strategy
- Internationalisation of the curriculum
- Internationalisation at home initiatives / activities
- Internationalisation and social / community engagement
- International and intercultural learning outcomes
- Teaching in the international classroom
- Management of an intercultural classroom
- Intercultural communication
- Developing international research relationships or projects
- Publishing in international journals
- English for international communication
- Other languages for international communication
- Don't know

Other (please specify)

17. How is the training offered to academic staff by your institution delivered? Please check all that apply.

- Via in-house experts/providers
- Via external experts/providers
- Via a mix of in-house and external provision
- Via online provision
- Don't know

Other (please specify)

Section 2: Institutional experiences and perspectives

18. What skills or knowledge areas do you feel academic staff at your institution most need to develop in order for them to effectively support the internationalisation strategy and/or internationalisation activities at your institution?

- Introduction to internationalisation
- Understanding the institution's internationalisation strategy
- Internationalisation of the curriculum
- Internationalisation at home initiatives / activities
- Internationalisation and social / community engagement
- International and intercultural learning outcomes
- Teaching in the international classroom
- Management of an intercultural classroom
- Intercultural communication
- Developing international research relationships or projects
- Publishing in international journals
- English for international communication
- Other languages for international communication
- Don't know

Other (please specify)

Section 2: Institutional experiences and perspectives

19. Can you identify some good practices when it comes to the ways that your institution encourages the engagement of academic staff with the internationalisation strategy and/or international activities of the institution?

20. In your opinion, what steps could your institution take to better engage academic staff with the internationalisation strategy and/or international activities of the institution?

21. In your opinion, what additional resources are needed to yield (more) positive results in terms of engaging academic staff with the internationalisation strategy and/or international activities of the institution?

Section 3: Respondent information

All respondents to the questionnaire who wish to and who provide an email contact will be provided with access to the resulting report.

Contact information may also be used by the questionnaire administrator (the European Association for International Education, EAIE) for follow-up questions to clarify any uncertainties within the data provided by respondents. Your data is never shared for the purpose of marketing to or contact by third parties and will not be used for marketing by the EAIE.

22. Contact information

Name

Email address

23. **Respondent job titles.** Please provide the job titles (individual names are not necessary) of all of the individuals who were involved in, or were otherwise consulted in the process of, responding to this questionnaire. This information will be kept confidential in any reporting about the questionnaire, but is important in allowing us to have a clear understanding of the source(s) of the data provided.

Job title

Job title

Job title

Thank you for taking part in this survey!

Your responses will be recorded after you press the **DONE** button.

Thank you for taking the time to respond to our questions.

If you would like to know more about the EAIE, please visit our [website](#). If you would like to know more about the SUCTIA project, please visit the [project website](#).

Annex 2. Academics' questionnaire

Introduction

The EAIE is taking part in the Erasmus+ project *Systemic University Change Towards Internationalisation for Academia (SUCTIA)*. SUCTIA aims to raise awareness about, and shift the internal culture of, European higher education institutions towards internationalisation, thus creating a systemic change in our institutions and in European higher education more broadly.

SUCTIA, which runs from the period 2019-2022, builds on a previous Erasmus+-funded three-year initiative (2016-2019), known as Systemic University Change Towards Internationalisation (SUCTI). SUCTI focused on internationalisation of administrative staff through a replicable peer training approach that yielded measurable positive results. Now, SUCTIA aims to empower academic staff by developing a replicable model for providing academics with knowledge and skills related to their university's internationalisation process.

As an academic working at a partner institution of the SUCTIA project, you are to complete this survey, which aims to gather insights into the experiences of academics with internationalisation at their institutions.

Thank you for agreeing to complete the SUCTIA academic staff questionnaire!

Completing the questionnaire

Before beginning, please note the following information:

Definitions

For the purposes of this project, the terms

- “academia” and “academics” refer to individuals within higher education institutions who are engaged in teaching and/or research.
- “engagement” refers to the process of actively involving academics in discussions or actions related to their institution's internationalisation strategy or international activities.

Some additional information

We estimate that it will take approximately 12 minutes to complete this questionnaire.

This questionnaire will be available for completion until 20 March 2020.

This questionnaire consists of 18 questions across 4 sections:

1. Eligibility
2. Institutional information
3. Academic staff experiences and insights
4. Respondent information

You will be able to change your responses on any survey page until you complete the survey. You can return to the survey to pick up where you left off and/or edit previous responses until you click the DONE button. This “return to continue working” setting will work properly only if you use the same device and web browser you used to start the survey.

Informed consent

1. CONSENT: By completing and submitting the questionnaire I confirm that:

- I have read the [information about Informed consent](#)
- I understand what the questionnaire is about and how the data will be used
- I consent to the EAIE to process my responses for the purpose of producing research for the SUCTIA project
- I agree to participate

Section 1: Eligibility

2. Does your employment consist of teaching and/or research-related activities and responsibilities?

- Yes
- No

Section 2: Institutional Information

3. What is the name of your Higher Education Institution?

Please note: Responses to this survey will be kept confidential. The information from this question simply helps us to collate all of the responses from your same institution in order to develop a short case study overview of your specific HEI.

4. Does your institution have an internationalisation strategy?

- We have an internationalisation strategy that is part of the institutional strategy
- We have an internationalisation strategy that is separate from the institutional strategy
- We have an institutional strategy, but it does not include internationalisation
- We have neither an internationalisation strategy nor an institutional strategy
- Don't know

Section 3: Academic staff experiences and perspectives

Please note that the following questions ask you to consider separately matters of your engagement with your institution's internationalisation strategy and your institution's international activities.

5. **Internationalisation strategy.** In what ways do you or your fellow academic staff colleagues engage with your institution's internationalisation strategy (if your institution has one)?

For example, are you or other academic staff involved in the development or evaluation of the strategy?

6. **Internationalisation strategy.** What does your institution do to encourage you or your fellow academic staff colleagues to engage with your institution's internationalisation strategy (if your institution has one)?

For example, are there regular communications with the academic staff about the internationalisation strategy, incentives or rewards for helping out with the strategy's evaluation or evolution, etc.?

7. **International activities.** In what ways do you or your fellow academic staff colleagues engage with the international activities of the institution?

For example, do you or other academic staff participate in international research projects, teach in international joint degree programmes, advise inbound or outbound mobility students in some way(s), etc.?

8. **International activities.** What does your institution do to encourage you or your fellow academic staff colleagues to engage with the international activities of the institution?

For example, are there regular communications with the academic staff about how to get involved in international programmes or initiatives? Are there incentives or supports for the involvement in international programmes or initiatives, etc.?

Section 3: Academic staff experiences and perspectives

9. What skills or knowledge areas do you feel that you and your fellow academic staff colleagues at your institution most need to develop in order to effectively support the internationalisation strategy and/or international activities at your institution? Please check all that apply.

- Introduction to internationalisation
- Understanding the institution's internationalisation strategy
- Internationalisation of the curriculum
- Internationalisation at home initiatives / activities
- Internationalisation and social / community engagement
- International and intercultural learning outcomes
- Teaching in the international classroom
- Management of an intercultural classroom
- Intercultural communication
- Developing international research relationships or projects
- Publishing in international journals
- English for international communication
- Other languages for international communication
- Don't know
- Other (please specify)

10. Can you identify some **good practices** when it comes to the ways that your institution encourages the engagement of academic staff with the internationalisation strategy and/or international activities of the institution?

11. In your opinion, what **steps** could your institution take to better engage academic staff with the internationalisation strategy and/or international activities of the institution?

12. In your opinion, what **additional resources** are needed to yield (more) positive results in terms of engaging academic staff with the internationalisation strategy and/or international activities of the institution?

Section 4: Respondent information

13. **Gender.** How do you identify in terms of gender?

- Male
- Female
- Other
- Prefer not to respond

14. **Career stage.** How do you identify in terms of career stage?

- Early career (1-5 years)
- Mid career (6-15 years)
- Advanced career (15+ years)

15. **Time devoted to academic duties.** What percentage of your job is focused on teaching and / or research responsibilities:

- Less than 25%
- 25%-50%
- 51%-75%
- Greater than 75%

16. **Academic field/discipline.** With which academic field or discipline do you most closely identify?

17. **Employment profile.** How would you characterise your employment profile?

- Permanent or tenured
- Temporary, contract-based, or adjunct
- Other (please specify)

18. What kinds of international experience have you had? (Please select all that apply)

- I studied abroad as a student (degree or credit mobility; undergraduate or postgraduate)
- I completed a postdoc abroad
- I have taught abroad
- I have taught courses in my own country in a language(s) other than the local language(s)
- I have had international students in my classes
- I have conducted research abroad
- I have participated in an international research project(s)
- I have attended a conference(s) abroad
- I have participated in an international conferences(s) in my own country
- I have (or have had) a role/responsibilities in supporting the international office in my institution (or in my department or faculty, etc., as applicable)
- I have participated in Internationalisation activities for society (e.g., university-community partnerships raising the awareness about populism, xenophobia,)
- None of the above
- Other (please specify)

Section 4: Respondent information

NOTE: All respondents to the questionnaire who wish to and who provide an email contact will be provided with access to the resulting report.

Contact information may also be used by the questionnaire administrator (the European Association for International Education, EAIE) for follow-up questions to clarify any uncertainties within the data provided by respondents. Your data is never shared for the purpose of marketing to or contact by third parties and will not be used for marketing by the EAIE.

19. Contact information for data clarification queries. Please provide an email address if you agree to be contacted in case the questionnaire administrator has clarifying questions about the data provided.

Email address

Thank you for your interest in this survey.

Thank you for your time and interest in our questionnaire.
Unfortunately, your profile does not fit the target group for this research.

Thank you for taking part in this survey!

Your responses have been registered.

This survey is initiated by the European Association for International Education (EAIE).

If you would like to know more about the EAIE, please visit our [website](#). If you would like to know more about the SUCTIA project, please visit the [project website](#).

Annex 3. Institutional profiles

HEI 1

The implementation of the internationalisation strategy at HEI 1 is analysed empirically by examining 7 responses from academic staff and one response representing the central/institutional level. Among the academic staff respondents, 40% are male and 60% female. Five respondents identify themselves as advanced, in terms of career stage (*ie* with 15+ years of experience), and all respondents have a permanent or tenured position. Sixty percent of respondents state that they dedicate more than 75% of their working time to academic activities, which include teaching and research, while 40% of respondents devote between 51%–75% of their working time to those same duties. HEI 1 has 14 faculties/schools encompassing all scientific areas and the academic staff respondents identify themselves with the fields of teacher education, pharmacy, informatics engineering, art and design and humanities. The international experiences respondents have had a focus on teaching, research and dissemination activities.

Perceived needs and rationale

Indications of the reasons why academic staff engagement is considered meaningful (or not) and what specific knowledge, skills, and/or abilities are perceived as important to develop among academics

HEI 1's internationalisation strategy is visible in the institutional strategic plan, as it is assumed as one of the guiding principles of HEI 1's mission, and in the annual institutional internationalisation reports. These reports contain data and reflections on internationalisation activities in terms of what has been proposed and achieved by HEI 1. However, there is no public written statement about the institution's internationalisation strategy. Even so, with the exception of 1 participant, the academic staff respondents recognise the existence of HEI 1's internationalisation strategy.

Despite the fact that most of the respondents are aware of the existence of an internationalisation strategy, two participants declare that they are not involved in that strategy, while five participants state that their involvement is focusing on specific activities such as the participation and promotion of activities within the scope of internationalisation, mobility (Erasmus) and promotion of cross-border training. Regarding the involvement in the evaluation and evolution of the internationalisation strategy, only one participant mentions that the academic staff was involved in the evaluation activities after having participated in mobility programmes, for example.

Regarding the engagement of academic staff, the participation in international projects and scientific events is seen as an important aspect. One of the respondents has managerial responsibilities in the area of internationalisation, being responsible for supporting the university's international office that stimulates the involvement of staff in the institution's internationalisation strategy.

For three respondents, the skills or knowledge required to support the internationalisation strategy and/or international activities are focused on the internationalisation of the curriculum (IoC); international and intercultural learning outcomes; teaching in an international classroom; management of an international

classroom; and intercultural communication. In turn, two participants identified the introduction to internationalisation; the understanding of the university's internationalisation strategy; the development of international research relationships projects; publishing in international journals; and the use of other languages for international communication as factors supporting academics' engagement with internationalisation activities. One of the participants also added the need to have knowledge about technical aspects of working in international teams and another cited Internationalisation at Home initiatives.

Approaches and perceptions of efforts

Overview and examples of the approaches taken by institutions to foster, support, and/or engage faculty, and indications of how institutions perceive the effectiveness of their efforts (what's working well and what's not working so well)

Regarding the approaches taken by HEI 1 to foster and/or engage academic staff in internationalisation activities, two participants report that there is no communication with the academic staff about the internationalisation strategy. One of these two participants highlights that, although there is no communication with the academic staff about the internationalisation strategy, there is a reward for carrying out Erasmus+-related activities, in terms of individual academic performance evaluation. In turn, four participants state that there are regular communications and incentives or rewards for helping in the process of advancing HEI 1's internationalisation strategy, although none of them specified any particular action/initiative. HEI 1 established the "Advisory Council for Internationalisation" with the goal of promoting the deeper involvement of all 14 of the institution's faculties/schools in strategising around international activities. This Council is made up of one representative per faculty/school and is led by the Vice-rector of international relations. However, the Council is not mentioned by any of the respondents, which might reflect a lack of influence in the internationalisation activities developed by academic staff.

Concerning the incentives promoted by HEI 1, one respondent highlights the existence of scholarships for mobility; two other respondents say the institution's support for the preparation of these applications is encouraging; and one respondent refers to the frequent communication about opportunities and funding as an encouragement to engage with the international activities. At the central and faculty/school levels, there are support structures promoting the development and preparation of proposals to be submitted within the framework of international cooperation programmes (Erasmus+, H2020, etc). These structures often facilitate contacts and promote the creation of networks between HEI 1's academic staff and their partners around the world. In addition to financing international programmes, HEI 1 has also established its own funding scheme for international missions, which seeks to encourage the involvement of academic staff (and technical staff) in international activities. At the central level, the perception is that individual performance evaluation encourages the involvement of academic staff in international activities.

As for good practices promoted by HEI 1 in relation to internationalisation, respondents identify frequent international cooperation meetings; sabbatical leaves (*ie* internationalisation as part of the individual academic performance assessment); dissemination, in English, of the training offers; incentives to develop research projects and participation in international conferences; and information and institutional support to improve international education, partnerships and publications.

According to the respondent at the central level, HEI 1 also offers to academics training specifically to promote the internationalisation strategy; however, only 25 academics participate in each training and the initiative is not mentioned by the academic staff respondents. This training touches on the following skills and knowledge areas: internationalisation of curriculum, internationalisation at home, international and intercultural outcomes, teaching in an international classroom, management of an international classroom, intercultural communication, development of international research projects and relationships, publishing in international magazines, and English for intercultural communication.

Suggestions for the future

What are the main directions forward seen by questionnaire respondents in terms of improving or enhancing support or engagement of academic staff with the institution's internationalisation process or activities?

The main directions forward seen by four respondents, in terms of improving or enhancing support for academic staff with HEI 1's internationalisation strategy and/or international activities, focus on:

- Finding alternatives to curriculum recognition issues so that students participate more easily in mobility programmes
- Training to develop specific skills and knowledge related to the higher education internationalisation strategy of the institution
- Promoting English courses focused on academic writing
- Improvement of communication skills
- Supporting international meetings at the university
- More financial support

Regarding the additional resources needed to generate positive results in terms of involving the academics staff with the internationalisation strategy and/or international activities, the participants highlight:

- Funding
- Greater technical support in the creation of research networks
- High-quality video conference structures

Knowledge gaps

Lingering questions, concerns, unknowns and/or acknowledged limitations of the institutional profile exercise.

A limitation present in the data analysis is due to the fact that only seven academic staff responded to the questionnaire. As such, the sample cannot be considered as representing the views of academic staff of HEI 1. The responses indicate that there were different understandings of some of the questions posed to academic staff. It can be assumed, given the fact that internationalisation in higher education is a

multifaceted concept and encompasses so many issues – for example, in terms of the quality of education for employability and excellence in researching new resources – that different expectations and perceptions thus emerge.

Finally, a lingering question is associated with the fact that, although a written statement of HEI 1's internationalisation strategy does not exist, it does not hamper the engagement by academic staff with international activities. The academic driver of internationalisation activities remains important. The analysis also reveals that HEI 1 is increasingly addressing the view that internationalisation is a means of improving the quality of both education and research.

HEI 2

Perceived needs and rationale

Indications of the reasons why academic staff engagement is considered meaningful (or not) and what specific knowledge, skills, and/or abilities are perceived as important to develop among academics

It is important to highlight that HEI 2 has a development strategy, yet a strategy for internationalisation is not part of this, nor is it a separate document or initiative. Yet, internationalisation is mentioned a number of times in the strategy document and is regarded as an important element of the institution's development. What may be confusing is that in the past, HEI 2 fashioned a document called "Mission and Vision," which was sometimes mistaken by some as the strategy for internationalisation. What might also have been misleading for the academic staff respondents to the questionnaire for this study is the term "internationalisation strategy" itself. Not being aware of specific definitions, action plans, objectives or measurements, the respondents might have regarded existing documents as the internationalisation strategy. All of those factors may have influenced the answers given to the question regarding this matter: 71% of the academic staff respondents consider the internationalisation strategy to be a part of the main strategy of the university, while 14% view such a document as non-existent, and the same number of respondents believe that the internationalisation strategy is a separate document.

However, due to structural changes of the university, as well as legal modifications to the entire higher education system in the country, and a number of other transformations resulting from it, a new strategy was prepared for the years 2021–2030. This strategy aims to implement a national excellence/research university project, as – due to changes in country's higher education system – ten universities were selected to become research universities, and HEI 2 is one of them. The key objectives of the new strategy are:

- A large increase in the internationalisation of research and international strategic partnerships
- An increase in the success rate of obtaining research funding from national and European funds
- The implementation of an effective support system.

The strategy focuses on priority research areas, selected at HEI 2 during workshops and debates as a part of the preparation of the national excellence/research university project proposal. Academic staff and authorities were involved in the process at faculty or school level (representing five priority research areas).

The above-mentioned research university project, at its core, is based on the development of internationalisation, in particular among academic staff members. Academics are expected to implement and support the project's actions and objectives and their engagement is considered meaningful and desired for its success. One of the aims of the national excellence/research university initiative is also to provide the best higher education institutions in the country with essential funding so that they become competitive on the global market, among other things, in terms of research.

The skills and/or abilities that the questionnaire respondents have underlined somewhat endorse the previously mentioned issues; that is, different perceptions of the strategy for internationalisation and the need to support academic staff in their international development (in the excellence/research university project). Eighty percent of the academic respondents feel that understanding the institutional strategy for internationalisation needs to be supported in the first place. On the other hand, the same percentage of respondents also indicated the importance of developing international research relationships or projects and publishing in international journals, which can be regarded as central in the excellence/research university proposal and objectives.

While research relationships, projects and publishing in international journals may be considered important to scholars only, 60% of the respondents also articulated their need to foster the following additional skills and/or abilities: internationalisation of the curriculum, international and intercultural learning outcomes, management of an intercultural classroom and intercultural communication, which are all linked to teaching activities. It would seem then, that both research and teaching-related activities, apart from understanding the institutional strategy of internationalisation, are equally important.

Approaches and perceptions of efforts

Overview and examples of the approaches taken by institutions to foster, support, and/or engage faculty, and indications of how institutions perceive the effectiveness of their efforts (what's working well and what's not working so well)

The respondents have all agreed that the main communication channel as well as a key platform to realise international activities is the Erasmus+ programme. The actions taken by the Erasmus office and programme encompass internationalisation of students (incoming and outgoing mobility), teaching abroad, as well as international projects. One of the respondents mentioned the encouragement of other international undertakings of academic staff yet without providing the channels or details.

The respondents indicate that the International Office (which includes the Erasmus office) also keeps academic staff members well-informed on international programmes, projects, grants and scholarships possibilities as well as other international schemes. HEI 2 is also a member of the European universities project and encourages academics to participate in ongoing activities related to this initiative via communication channels, such as weekly newsletters, faculty meetings and email messages from relevant authorities (of the university, as well as the faculties and schools).

Suggestions for the future

What are the main directions forward seen by questionnaire respondents in terms of improving or enhancing support or engagement of academic staff with the institution's internationalisation process or activities?

The majority of the respondents (60%) indicate being at an advanced stage of their academic career and they spend over half of their time on teaching/research activities (indeed, 40% claim to spend over 75% of their time on these activities). This suggests that this pool of respondents are experienced and mature in their experience within academia.

It seems, however, that what they perceive as most valuable to improve the engagement of academic staff with the institutional internationalisation process is concentration on the strategy itself. A clarification of the strategy and perhaps elaboration or at least a draft of the internationalisation strategy created by way of meetings and consultations would enhance the support of academics. So, too, would a clear system that shows the impact that internationalisation involvement would have on the career development of academic staff, as well as a reward system to support this. Apparently, academic staff members feel the need to engage internationally and regard this as a benefit for their development, yet a well-defined system, guidelines, strategy, action plans and everything that goes along with this seems to be the key to success.

In terms of resources needed, the respondents point to two issues:

- Funding is indeed required for the academics to develop internationalisation skills, knowledge and abilities
- The institution has all the resources it needs to internationalise academics, yet it is struggling with using these resources effectively

Knowledge gaps

Lingering questions, concerns, unknowns and/or acknowledged limitations of the institutional profile exercise

A number of novelties, including a new structure of the university, a new legal basis for all of the higher education institutions in the country, as well as the research university project and the European Universities project might have influenced the contradictory opinions presented by the questionnaire respondents. HEI 2 is in the midst of the changes precipitated by these important developments and they may cause extra turmoil and miscommunication when it comes to internationalisation-related matters.

Due to the plurality – sometimes very diverse – of (international) activities, and high expectations for academics' performance in the coming years, the academics may feel confused and uncertain, which would explain some of their conflicting answers.

One limitation worth mentioning is that the sample size for this institutional profiles covers just 7 academics, all of whom are engaged in some international activities already. A wider sample, involving less internationally experienced academic staff and/or those at an earlier stage of their academic careers, could present a different set of perspectives.

HEI 3

Perceived needs and rationale

Indications of the reasons why academic staff engagement is considered meaningful (or not) and what specific knowledge, skills, and/or abilities are perceived as important to develop among academics

All of the respondents who participated in the questionnaire exercise for this institutional profile at HEI 3 agree that the institution has an internationalisation strategy, which is part of the institutional strategy. This is interesting in itself, as there is indeed an internationalisation strategy, but there is no overall written institutional strategy. The different strategic plans of HEI 3 (teaching, research, third mission and internationalisation) together constitute the institutional strategy, but does not exist as a single written document. Nevertheless, it is important to highlight that all of the respondents do know of the existence of the internationalisation strategy.

Regarding the perceptions of respondents about academic staff engagement in internationalisation, there are those who are themselves active and involved in internationalisation as members of the internationalisation committee, are engaged in the HEI 3 pilot COIL (collaborative online international learning) group or are mobility coordinators; and there are those who believe that most academic staff are not necessarily engaged in this process. Some of the answers illustrating this dichotomy range from: “we indirectly participate in the final decision about implementing actions”, to “there is a small group, which is very active”. One respondent expressed that there are institutional and management structures devoted to internationalisation (academic mobility coordinators, the international commission, the international centre), therefore this may indicate that they themselves do not feel the need to be directly engaged.

These perceptions are linked directly to whether academic staff have management responsibilities or not. Academic staff who do not hold management responsibilities may feel that they do not participate in the development and implementation of the internationalisation strategy and are not very active in this area, whereas academic staff who hold mobility-related responsibilities or are members of the internationalisation commission show an active engagement in internationalisation.

The skills and/or abilities that most respondents have highlighted as necessary are teaching for the international classroom (78%) and English for international communication (67%), followed by Internationalisation at Home initiatives and internationalisation and community engagement (55%). Other important skills pointed to by respondents are internationalisation of the curriculum, developing international research projects and networks and publishing in international journals (44%).

Approaches and perceptions of efforts

Overview and examples of the approaches taken by institutions to foster, support, and/or engage faculty, and indications of how institutions perceive the effectiveness of their efforts (what's working well and what's not working so well)

Respondents expressed that the institution maintains regular communications about opportunities, initiatives, and programmes in order to promote internationalisation. One respondent mentioned that there is an

annual meeting between the International Centre and the academic staff where the internationalisation strategy is evaluated. Another respondent noted that the current rector's team is very active in promoting internationalisation of the institution, so there is a constant flow of information on related issues. Moreover, respondents mentioned that the university participates in several international networks, eg the Aurora network, and promotes Erasmus exchanges of students and staff. Incentives and rewards are also mentioned as part of the efforts of HEI 3 to promote internationalisation.

Academic staff encourage students at all levels (Bachelor's, Master's and PhD) to study abroad and, to some extent, do research stays abroad as well. Moreover, academic staff also participate in international research projects and are engaged both in projects as well as networks. Furthermore, academic staff are highly encouraged to publish their research in international journals.

Academics recognise the function of two special administrative units to promote internationalisation of the institution. One respondent mentions the existence of an administrative unit that fosters participation in international research projects, and another mentions the International Centre, which keeps the academic staff well-informed about international programmes.

In teaching-related issues, two respondents mention their participation in joint degree programmes and online collaborative teaching (*ie* COIL).

In terms of good practices, academics highlight that communication at HEI 3 is very effective. The communication strategy for internationalisation seems to be working very well, as all the respondents mention several channels through which they are informed about international initiatives for students and staff, as well as for teaching and research. Moreover, academics mention the delivery of several specialised workshops, COIL seminars and support for participating in international projects.

On the other hand, academics mention some aspects that need improvement: more specifically, human and financial resources.

Suggestions for the future

What are the main directions forward seen by questionnaire respondents in terms of improving or enhancing support or engagement of academic staff with the institution's internationalisation process or activities?

Academic staff suggest several actions for improving their engagement in internationalisation:

- Offer of tailored lectures and courses to improve the level of English language provision in areas where there are little or no courses in this language
- Information on international research projects tailored to the academics in their own area of knowledge
- Institutional recognition of active participation in international projects
- Support provided for the participation in international programmes

- Identification of good practices and portraying them as examples
- Assistance with the translation of teaching materials into different languages (especially English)

In terms of resources needed, academics mention money and time. Moreover, some respondents argue that the assistance of more non-academic staff is needed. One respondent argues that it is necessary to encourage fellow staff members to go abroad to improve their language skills.

Knowledge gaps

Lingering questions, concerns, unknowns and/or acknowledged limitations of the institutional profile exercise.

It is interesting to highlight that 90% of the respondents are permanent staff and 67% are in an advanced career stage. Also, when asked about the amount of time devoted to research and teaching versus other managerial tasks, 67% of respondents state that they spend more than 75% of their time in teaching and research activities. This means that these respondents are stable in their careers. It is probable that academics in earlier stages of their career would have other perceptions about internationalisation. It would also be interesting to observe whether there are correlations between academics' knowledge areas and their perceptions of internationalisation.

One limitation in relation to this institutional profile is the sample size, as the opinions of just 11 academics are portrayed here. Moreover, we do not have information on the previous international experiences of the respondents, given that the question about international experience was added to the questionnaire after the responses from this institution were collected.

HEI 4

The academic questionnaire in HEI 4 was answered by nine members of the academic staff, of whom 55% are female and 45% male. The large majority of respondents (90%) are tenured faculty, with one respondent identifying as an adjunct lecturer. Furthermore, 77% of respondents identify as advanced in their career (with 15+ years of experience).

HEI 4 is a large university, with presence in five cities and with 12 different faculties. The disciplinary fields represented in the questionnaire are varied, ranging from the hard sciences to the humanities. Specifically, the fields represented are medicine and biology, experimental medicine, mathematics, management, history, Arabic studies, French linguistics, general linguistics and philosophy. Seventy-seven percent of the respondents declare that they dedicate more than 75% of their time to academic activities. The respondents appear to be engaged in internationalisation activities, in that all but one report having taught either at home or abroad in a foreign language, attended international conferences abroad and at home, undertaken some research abroad, and participated in international research projects. The 11% not engaged in international activities (which amounts to one respondent) will be teaching on an English-medium Master's programme in the coming academic year.

Perceived needs and rationale

Indications of the reasons why academic staff engagement is considered meaningful (or not) and what specific knowledge, skills, and/or abilities are perceived as important to develop among academics

Over 80% of respondents from HEI 4 consider the international strategy of the university to be part of the institutional strategy, with only one respondent thinking it is a separate strategy. The fact is that there is no public, printed institutional strategic plan available to all. There is an overall strategic plan, and internationalisation is indeed part of that, but it is not shared throughout the university; it is in the possession of HEI 4's upper management. This will most probably change since HEI 4 is currently undergoing an accreditation process from the relevant national ministry responsible for universities and research, and such a public document is required. What is known by academics is at a more local level: each different school (or faculty) has an internationalisation plan, and the respondents are mostly involved, in some way, with internationalisation activities within their areas.

Involvement in development of internationalisation strategy

There are two main positions expressed about involvement in the development of the internationalisation strategy. Over one third of the respondents feels they are involved simply by participating in training sessions, seminars and workshops offered by HEI 4. Two respondents feel that they are not really involved, with one declaring "It mostly amounts to feedback we may give as instructors to administrative personnel about how the International program goes, what can be improved, what problem may have arisen while teaching".

Another respondent, closely involved in the international activities and programmes of HEI 4, says: "I participate in the implementation of the internationalisation strategy, as President of the Committee for International Mobility and Double Degrees at one of the 12 Faculties of [HEI 4]. I do not participate in the development of the strategy nor its formal evaluation". Only one respondent indicates being directly involved in the development of the strategy.

There is a clear gap between the development of the strategy and academics, particularly those that are involved in the implementation of international activities, through managing and developing programmes, research and teaching. There is a sense of a lack of direct involvement in the development of the strategy itself. This seems to be confirmed by the fact that the form of communications about the internationalisation strategy is information sent out, or invitations to internationalisation activities, rather than opportunities or meetings for discussion of the strategy. As one academic staff respondent noted, "The institution provides some information about the internationalisation strategy, but I never felt involved through any substantial means into the evaluation or evolution of the strategy." In fact, there is a perceived lack of encouragement to participate in the development of the strategy.

Approaches and perceptions of efforts

Overview and examples of the approaches taken by institutions to foster, support, and/or engage faculty, and indications of how institutions perceive the effectiveness of their efforts (what's working well and what's not working so well)

International activities

Most of the respondents see their involvement in international activities as being linked to teaching in English, teaching abroad and taking part in research projects. One respondent has developed a double degree programme through a personal network and refers to all the activities related to creating, designing, developing, promoting and implementing a double degree master programme as international activities.

Support from the institution on international activities mainly takes the form of communications about training sessions, workshops and conferences, with some financial support for conferences and for inviting international guests. One respondent declares “Our involvement is driven by our personal network and personal inclination to international activity.”

There seems to be some confusion about the difference between being involved in activities and being involved in developing a strategy (which is not well known). This would indicate that a major area of improvement could be in drawing together all the different strategies into an overall one, and communicating it.

Skills and knowledge areas

Seventy-seven percent of the respondents felt that the skills and knowledge needing to be developed most in order to support the internationalisation strategy and activities are teaching in the international classroom and developing international relationships and projects (77.78%).

The second area refers to the curriculum in general: either internationalisation of the curriculum, international and intercultural learning outcomes or English for international communication (66.67%), while less than half the respondents (44%) feel they need support in the area of publishing in international journals. Only 33% feel they need support for management of an intercultural classroom or understanding the institution’s internationalisation strategy, while 22% feel the need for Internationalisation at Home activities. Only one respondent (11%) answered the open-ended question on possible further areas of development, and suggested that there is still a lot of “room for improvement”; they perceive that the university is still very domestic, which they feel can be seen by merely looking at the university website.

What is not clear from the answers is whether the low importance assigned to some of the above skills and knowledge areas is because these skills are already considered to be developed, they are not considered to be very important, or simply that the question was not understood.

Good practices in engaging academic staff

No clear picture of good practices emerges from the HEI 4 respondent data: some point to precise activities, *eg* “identifying foreign partners” and “developing international curricula”; some merely express negative views: given that the participation in internationalisation activities is voluntary, it is difficult to identify institutional best practices. Another respondent states: “Difficult to say. I never had the chance to talk nor meet the associate

dean for internationalization despite being the director of one of the first double degrees program at [HEI 4]". Nevertheless, the free courses, workshops and activities to develop teaching and evaluation skills within the institution, which are offered by a specific centre with expertise in this area, are mentioned by more than one respondent and seem to be the main focus of what some respondents think of as regards internationalisation.

Suggestions for the future

What are the main directions forward seen by questionnaire respondents in terms of improving or enhancing support or engagement of academic staff with the institution's internationalisation process or activities?

Steps to be taken to better engage academic staff

The suggestions about steps to be taken to better engage the academic staff in the international strategy and activities of HEI 4 are varied and the academics have plenty to say. They range from effectively involving the academic staff in the development of the strategy, not just communicating it, to encouraging reward strategies when it comes to internationalisation. This would mean that "engagement should be compulsory, not optional." In fact, HEI 4 does provide support for lecturers who go abroad for a research period, but this appears to be a well-kept secret. It was also suggested that a lecturer's "international profile should be evaluated and considered when it comes to career development and advancements", implying that currently it is not. This is inevitably a partial view, given the wide range of faculties in the university and its many campuses (in five cities).

Other respondents keep the focus on teaching in English and developing more curricula in English, especially at the Master's level. One respondent who seems particularly involved in the international curriculum underlines the need to have a meeting with all the faculty involved in internationalisation at least once a year, in order to create better coordination and not simply give feedback to administrative staff. Another respondent provides a suggestion that goes further, which is the creation of a team of academics involved in developing and implementing international activities to "start working on a real internationalization strategy across the 12 faculties".

Additional resources needed to yield more positive results

Among the suggestions for additional resources to yield more positive results in terms of academic staff engagement with the international strategy and activities, the most shared need is to increase financial resources and the formal recognition of international research projects, mobility, teaching and also Internationalisation at Home initiatives.

Language proficiency among academic staff in general is also seen as a limiting factor to the increase of international initiatives within the university.

Knowledge gaps

Lingering questions, concerns, unknowns and/or acknowledged limitations of the institutional profile exercise

If the nine academics who took part in the questionnaire exercise at HEI 4 are broadly representative, it

would appear that there are many academics with a strong international vocation, who are engaged in international activities. This may be a reflection of their position as advanced academics with tenure. A strong result that emerges from the questionnaire is that there is a lack of communication of the overall strategy and coordination of activities. The international strategy does not appear to have been written with much involvement of academics who have developed internationalisation activities in the past or implement them in the present.

The small selection of respondents paints a picture at HEI 4 of individual staff with international research and teaching experiences, making it appear that the institution is international at its core, but the strategy, communication and coordination of internationalisation strategies could be strengthened considerably. Financial resources are not seen as the main problem, but it emerges that academics desire more involvement and recognition for what they already do. The next steps, therefore, do not look too complicated or impossible to achieve: communication of a strategy, mapping of existing activities and coordination of new ones could improve the overall situation quite considerably. SUCTIA is a timely project for this institution.

HEI 5

Perceived needs and rationale

Indications of the reasons why academic staff engagement is considered meaningful (or not) and what specific knowledge, skills, and/or abilities are perceived as important to develop among academics

HEI 5 was the first university to develop a strategic plan for internationalisation in its country; this occurred in 1996. After 20 years, the goals of the strategic plan for internationalisation have changed from promoting mobility of students and teaching and research staff, to offering comprehensive internationalisation to everyone. Now, there is a Vice-rector for International Policy and an International Relations Bureau.

Most of the academic staff of this institution participate in international activities, such as research projects, international conferences, Erasmus+ mobilities for academics, etc.

The questionnaire data from HEI 5 show that the main knowledge, skills or abilities that academic staff need to develop in relation to international activities at this university are, in decreasing order of frequency of responses:

- Understanding the institution's internationalisation strategy (75%)
- Internationalisation of the curriculum (50%)
- Teaching in the international classroom (50%)
- Developing international research relationships or projects (25%)
- Internationalisation at Home initiatives/activities (25%)
- Management of an intercultural classroom (25%)
- Publishing in international journals (25%)
- English for international communication (25%)

It is clear that most of the academic staff respondents think that it is crucial to understand the institution's internationalisation strategy, and this fact reflects that there is a lack of information of this issue among the academic staff.

In addition, among the small pool of responses to this study's questionnaire, half of the academic staff pointed to the internationalisation of the curriculum and teaching in the international classroom as important skills to develop. In the context of a technical university with a high percentage of international students (ie 32% of the master's students and 46% of doctoral students), we observe that the academic staff are highly concerned by the necessity of additional improvements in their teaching activities, to maintain high standards.

Finally, we can mention that intercultural communication and English for such international (and intercultural) communication has been pointed out by 25% of the respondents as additionally important abilities to develop, despite HEI 5's profile as a technological university. Again, though in theory simply numbers and standard English would be all that is needed, the reality is that internationalisation is in each and every corner of the institution: a high number of programmes in English, a high number and percentage of international students at Master's and doctoral levels, interrelations with colleagues from abroad for scientific articles, international conferences, research projects *etc.* And the realities that academic staff must manage and engage with, are complex and challenging.

Approaches and perceptions of efforts

Overview and examples of the approaches taken by institutions to foster, support, and/or engage faculty, and indications of how institutions perceive the effectiveness of their efforts (what's working well and what's not working so well)

Some examples of the approaches taken by HEI 5 to engage faculty in international activities are potential research collaboration opportunities, supervision of international incoming students, PhD thesis cotutelles, academic activities between different universities, signature of new agreements with international partners, allocation of more teaching points for giving lectures in English, design of double degrees or international Master's/PhD programmes, organisation of international events and conferences, organisation or hosting of summer schools, participation in European projects of inter-university academic cooperation (like the Erasmus+ projects of Strategic Partnerships or Capacity Building), reception of study groups, and promotion of the Erasmus+ teaching mobilities abroad *etc.* The university regularly disseminates information about these programmes by sending emails and updating web information, so that all of these internationalisation opportunities are highly promoted. In addition, from the corresponding management units, specific assessment is also offered to academic staff willing to take part in the different initiatives, so that internationalisation is progressively embedded in all the university activities, in a bottom-up process, with the real motors at the heart of the system.

The Vice-rector for International Policy (with capacity to implement institutional policies to make steps forward for a full internationalisation of the institution), the International Relations Bureau and the Vice-deans for internationalisation of each one of the faculties and schools of HEI 5 are all involved in and committed to the internationalisation strategy. As such, these actors may believe that everyone understands

that internationalisation is a key topic for the institution, but these views are not reflected among all of the academic staff; different experiences and points of view are apparent. The main difficulty is that, apart from those involved in the management teams, the rest of the academic staff is not fully engaged with internationalisation. Even some of the professors taking part in research projects are very focused on their specific project and perhaps do not perceive the opportunity to spread the word in support of greater internationalisation across the university. As indicated previously, this fact could be due to a lack of understanding the institution's internationalisation strategy among the academic staff.

Suggestions for the future

What are the main directions forward seen by questionnaire respondents in terms of improving or enhancing support or engagement of academic staff with the institution's internationalisation process or activities?

Many academic staff members directly involved in some aspects of internationalisation believe that everyone understands that internationalisation is a key element for the future, but these views are not reflected in current university policies. Few resources are made available to implement internationalisation policies, there is little (or no) training on internationalisation, and some members of the HEI 5 community are not involved in projects promoted by the International Relations Bureau or the Service to Support Research and Innovation.

When academic staff members are asked about the main directions in terms of engaging with HEI 5's international activities, they collectively indicate that more economic resources are needed for travel and mobility stays. In particular, one respondent remarked that the amount of money provided by the Erasmus+ grant is not enough to cover the costs of travel and stays abroad, and this is the main reason why academic staff barely apply for such a grant.

Encouraging teaching in English by means of giving more points to academic staff that make this effort would be also a direct way to motivate them. This can be seen as a comprehensive undertaking with different ramifications for the internationalisation of the institution: using English in class, English for communicating with students, encouraging flexibility with students and their specific needs (in terms of different cultures, different study plan and methods, etc).

Another idea to promote engagement of academic staff with international activities is to include the international lectures delivered abroad by academic staff in their curricula, making it easier to establish dual degree programmes, which generally establish a more stable relationship with the host university, making it easier to consolidate student flows.

Knowledge gaps

Lingering questions, concerns, unknowns and/or acknowledged limitations of the institutional profile exercise.

One of the limitations of this institutional profile is the size of the sample; however, due to operational and time issues, this could not be avoided. Another limitation is that some of the questions on the questionnaire drew few answers. Due to this, the results of the questionnaire cannot provide sufficiently revealing information about the current state and the opinions of the majority of the academic staff about internationalisation.

Concerning the profile of the respondents, most of them indicated that they are at mid- to advanced career levels. This means that these respondents are stable in their careers. It is probable that academics in earlier stages of their career would have other perceptions about internationalisation.

Some of the respondents indicated that they are the Vice-deans of International Relations of their school/faculty, so their knowledge in the area is wider than that of many of their colleagues who do not hold a similar administrative position. Perhaps a deeper analysis, for example with focus groups, would provide more information and insights.

Moreover, we do not have information on the previous international experiences of the respondents, since no respondents from HEI 5 completed the questionnaire after this question was added.