

## EUA survey: TRENDS 2024

### Codebook and survey questionnaire

<b>Title</b>	<b>Trends 2024 - European higher education institutions in times of transition</b>
<b>Project Acronym</b>	EUA Trends 2024
<b>Website</b>	<a href="https://www.eua.eu/publications/reports/trends-2024.html">https://www.eua.eu/publications/reports/trends-2024.html</a>

#### Dissemination Level

X PU: Public

PP: Restricted to other programme participants (including the Commission)

RE: Restricted to a group specified by the consortium (including the Commission)

CO: Confidential, only for members of the consortium (including the Commission)

#### Explanation

Since 1999, the TRENDS reports have consistently mapped developments in the European higher education landscape, by presenting comparative data from the perspective of higher education institutions. In the ninth edition of the European University Association's long-running series, the Trends 2024 report provides an overview of how European higher education institutions have experienced changes over the past five years, due to higher education reforms, and in the wider context of societal, political, economic and technological changes, marked among others by the implications of Covid-19 pandemic and Russia's war against Ukraine.

Trends 2024 is based on survey data collected in April to July 2023. Responses were gathered from 489 higher education institutions in 46 European higher education systems. The survey was open to all higher education institutions in the European Higher Education Area (EHEA) that provide study programmes in at least one of the three degree cycles (bachelor's, master's, doctoral). One response per institution was collected.

The survey addressed the higher education institutions' perspectives and strategies regarding:

- The institution and its context
- The student life cycle and experience
- Learning, teaching and teachers
- Inclusion, equity and diversity
- Engagement and outreach with society and community
- Internationalisation

#### Related documents

This document contains the codebook used for the data collected through the Trends 2024 survey.

Results of the survey are reported in “Trends 2024 - European higher education institutions in times of transition” (<https://www.eua.eu/publications/reports/trends-2024.html>).

### Notes

- Question types and display logic are indicated in *[italics]*.
- An ⊗ in a multiple-choice question indicates an exclusive response.
- The value “---” in the data file indicates a nonresponse, that an option was not selected, or that an item was not shown to respondents.
- Data for items denoted in strikethrough are not available in the public version of the data set.
- Data for small systems/countries, including Andorra, Liechtenstein, Luxembourg, Malta, and San Marino has been omitted from the public dataset as of survey Question 4. Due to the system size of these countries, it would not be possible to guarantee anonymity of their institutions in line with EUA’s regulations and [privacy policy](#).

### License

This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

## Codebook

### 1. Contacts

**Q1.** ~~Please provide the name and contact details of the person filling in the questionnaire.~~

~~In line with EUA's GDPR-based [privacy policy](#), your details will not be published under any form, nor shared with third parties. *Form field.*~~

First name:
Last name:
E-mail:

**Q2.** **Please select the profile of the person filling in the questionnaire on behalf of the institution.** Please select your main position. *Multiple choice.*

Executive head (rector, president, vice-chancellor)
Adviser to the rector / rector's cabinet
Vice-Rector, Vice-President, Deputy Vice-Chancellor
Senior administrative staff at institutional level
Other <del>—please specify, max. 400 characters</del>

**Q3.** **Please select your country/ higher education system ~~and institution~~ from the drop-down menu below.** ~~If your institution does not appear in the list of institutions, please choose "Other" from the list and provide the requested information on the next page. *Drill down.*~~

Country/ higher education system	
Institution	

**Q3.1.** **[If you selected "Other"] Please provide the following information.** *Form field.*

Name of the institution in the original language:
Name of the institution in English:
Country <sup>1</sup> :
Web address of the institution:

<sup>1</sup> Data for small systems/countries, including Cyprus, Liechtenstein, Luxembourg, Malta, and San Marino has been omitted from the public dataset as of survey Question 4. Due to the system size of the countries in question, it would not be possible to guarantee anonymity of their institutions in line with EUA's GDPR regulations and privacy policy.

## 2. The institution and its context

**Q4. What is the approximate number of students enrolled at your institution?** Please select the applicable range from the list below, based on the total number of students (head count) enrolled in the 2022/23 academic year.  
*Multiple choice.*

Less than 7,500	
7,500-24,999	
25,000-49,999	
50,000-75.000	
More than 75,000	

**Q5. Please indicate the type of institution.** Please select one option. *Multiple choice.*

Comprehensive (multidisciplinary) university	
Specialised university	
University of applied sciences/university college	
Technical university	
Music and arts school	
Open university	
Other –please specify, max. 400 characters	

**Q6. Which community do you see that your institution is primarily serving?** Please select one option per column.  
*Matrix table.*

	Bachelor's	Master's	Doctoral
<input checked="" type="checkbox"/> Local			
<input checked="" type="checkbox"/> Regional			
<input checked="" type="checkbox"/> National			
<input checked="" type="checkbox"/> European			
<input checked="" type="checkbox"/> Worldwide			
<input checked="" type="checkbox"/> Not applicable			

**Q7. What would you see as the primary mission of your institution?** Please select one option. *Multiple choice.*

Research	
Education	
Both are equally important	
Both are important, but research is slightly more	
Both are important, but education is slightly more	

**Q8. How important are the following areas for your institution?** Please select one option per line. *Matrix table*

	Low to no importance	Medium importance	High importance	No information/N/A
Third mission and contribution to society				
Lifelong learning				
Social inclusion and equity				
Industry collaboration and entrepreneurship				
Innovation				
Sustainable development				
Internationalisation and global outreach				
Other – please specify below				

**Q8.1**

If you selected “other” above, please specify here (max. 400 characters):

**Q9. Which of the following developments have impacted your institution’s overall strategy in the past five years?** Please select one option per line. *Matrix table*

	Low to no importance	Medium importance	High importance	No information/N/A
Demographic change				
Migration-related changes				
Political developments				
Economic developments				
Geopolitical challenges				
Digitalisation				
Greening/Sustainable Development Goals (SDGs)				
Covid-19 pandemic				
Open science, open access				
Rankings and league tables				
Growing competition with other HEIs				
Enhanced cooperation with other HEIs				
Other – please specify below				

**Q9.1**

If you selected “other” above, please specify here (max. 400 characters):

**Q10. What level of importance do the following European strategies, initiatives and funding programmes have for your institution?** Please select one option per line. *Matrix table*

	Low to no importance	Medium importance	High importance	No information/ N/A
European Higher Education Area / Bologna Process				
European Research Area				
European Education Area				
European Strategy for Universities				
Erasmus+ programme				
European University Alliances				
Horizon Europe programme				
Digital Education Action Plan				
European Green Deal				
EU Cybersecurity Strategy				
European legislation and guidance of digital developments				
Other - please specify below				

**Q10.1**

If you selected "other" above, please specify here (max. 400 characters):

**Q11. In the past five years, how important have national reforms in the following areas been for your institution?** Please choose one option per line. *Matrix table*.

	No to low importance	Medium importance	High importance	No reform in the past five years
Learning and teaching				
Lifelong learning				
Widening access and participation				
Internationalisation				
Student recruitment				
Research policy				
Tuition fees				
Institutional funding				
Governance and autonomy				
Quality assurance				

Digitalisation				
Other – please specify below				

**Q11.1**

If you selected “other” above, please specify here (max. 400 characters):

**Q12. In your country/system, how do higher education institutions contribute to the development of national/system-level strategies and reforms?** Please select all applicable options. *Multiple answer.*

Higher education institutions are systematically consulted.	
Higher education institutions are consulted on an ad hoc basis (e.g. on specific aspects).	
Higher education institutions are usually not involved.	
Involvement is mainly through a system-level representative body of higher education institutions (e.g. our national rectors’ conference).	
The higher education sector itself initiates some national/system-level strategies and reforms.	
Public authorities allow each higher education institution to develop its own strategy.	
<input checked="" type="checkbox"/> Information unavailable / Not applicable	
Other – please specify, max. 400 characters	

**Q13. Has your institution implemented internal policies on the following issues?** Please select one option per line. *Matrix table.*

	Yes	To some extent	Not yet, but planned	No	No information/ N/A
Data protection					
Intellectual property rights					
Cybersecurity					
Digital equipment and infrastructure					
Blockchain technology					
Artificial intelligence					
Detection and prevention of plagiarism					
Accessibility for disabled users					
Sustainability and greening					

Ethics and integrity					
----------------------	--	--	--	--	--

**Q14. Which of the following trends have you been observing in the past five years?** Please select one option per line. *Matrix table.*

	Increased	Decreased	Stable (and quite good)	Stable (and not very good)
Academic freedom				
Academic integrity				
Institutional autonomy				
The institution's financial means				
Safety and security on campus				
Contribution to, and engagement with society				

**Q15. How would you describe the participation of the following groups in your institution's governance, over the past five years?** Please select one option per line. *Matrix table.*

	Increased	Decreased	Stable (and quite good)	Stable (and not very good)	No information/ N/A
Students					
Academic staff					
Administrative staff					
External stakeholders					

**Q16. How do students participate in the institution's governance?** Please select one option per line. *Matrix table.*

Students...	Yes	To some extent	No	No information/N/A
have their elected and representative organisation				
enjoy voting rights in the institutional governance bodies				
are represented in the institution's governance bodies				
are represented in institutional committees and working groups				
participate in quality assurance (e.g. in reviews)				
Other – please specify below				

**Q16.1**

If you selected "other" above, please specify here (max. 400 characters):

### 3. The student life cycle and experience

This section asks for information on the composition of the student body, how students are prepared for life after graduation, and what education provision your institution offers in addition to degree education.

**Q17. How has the student population changed at your institution in the past five years?** Please select one option per line. *Matrix table.*

	Increased	Decreased	Stable	No information/ N/A
Bachelor's students				
Master's students				
Doctoral candidates				
Learners in non-degree programmes				
Mature learners				
International students				

**Q18. How do you expect the student population to change at your institution in the next five years?** Please select one option per line. *Matrix table.*

	Increase	Decrease	Stable	No information/ N/A
Bachelor's students				
Master's students				
Doctoral candidates				
Learners in non-degree programmes				
Mature learners				
International students				

**Q19. Does your institution have targeted strategies to attract the following student groups?** Please select one option per line. *Matrix table.*

	Yes, for the entire institution	Yes, in some faculties/disciplines	No	No information /N/A
Part-time students				
Students without standard entry qualifications				
Mature learners				
Socio-economically disadvantaged students				
Students from ethnic minority groups				
Students with a refugee(-like) background				
Female students				
Male students				
Students with disabilities				
International students				
Other — please specify below				

**Q19.1**

If you selected "other" above, please specify here (max. 400 characters):

**Q20.** Is it possible for students to do the following, without any negative consequence (additional cost, time-to-degree, etc.)? Please select one option per line. *Matrix table.*

	Yes, it is common across the institution	Yes, but limited across the institution	No	No information/ N/A
Change study programme during their studies				
Choose optional courses in their study programme				
Change optional courses during their studies				
Have some flexibility when studying some courses (e.g. no obligation to take course B after course A)				
Have some flexibility with respect to the time it takes to complete a degree (without financial or other penalties)				
Switch between full-time and part-time provision				
Decide whether or not to attend a class				

Have choice between different types of assessment for a given course				
Suggest the topics they want to study in a course				

**Q21. Do bachelor's degrees provide students with good prospects for employment and careers?** Please select one option. *Multiple choice.*

Yes, and most bachelor's graduates move into labour market upon graduation	
Yes, however most bachelor's graduates continue into a master's degree	
Yes, but it depends on disciplines and study programmes	
Yes, however the overall labour market situation is difficult	
No	
Information unavailable / Not applicable	

**Q22. In order to promote the employability of graduates, does your institution provide the following activities?** Please select one option per line. *Matrix table.*

	Yes, across the institution	Yes, in some faculties	We are currently planning this	No
Career guidance and counselling services				
Work placement opportunities or internships (paid or unpaid)				
Job and career fairs				
Recruitment events and employer presentations				
Integration of transferable skills development into curricula				
Integration of entrepreneurship into curricula				
Incubator for student start-ups				
Monitoring alumni employment				
Other — please specify below				

**Q22.1.**

If you selected "other" above, please specify here (max. 400 characters):

**Q23.** Does your institution recognise prior learning (RPL) for non-formal and informal learning? Please select all options that apply. *Multiple answer.*

Yes, for admission to higher education, to replace a formal secondary school entry qualification	
Yes, for admission, to replace a full degree (for example a bachelor's degree, in order to enter a master's programme)	
Yes, to replace certain courses in a study programme	
It is done through or in collaboration with an external body (ministry, national agency)	
No, as our national policy does not allow RPL	
No, but we are planning to do it.	
No	
<input checked="" type="checkbox"/> Information unavailable / Not applicable	

*Display This Question:*

*If 23. Does your institution recognise prior learning (RPL) for non-formal and informal learning? Pl... = Yes, for admission to higher education, to replace a formal secondary school entry qualification*

*Or 23. Does your institution recognise prior learning (RPL) for non-formal and informal learning? Pl... = Yes, for admission, to replace a full degree (for example a bachelor's degree, in order to enter a master's programme)*

*Or 23. Does your institution recognise prior learning (RPL) for non-formal and informal learning? Pl... = Yes, to replace certain courses in a study programme*

**Q23.1.** [If you selected "Yes" options] What are the issues encountered when recognising prior learning? Please select all options that apply. *Multiple answer.*

The institution has no clear rules for RPL.	
The institution lacks staff to handle RPL.	
The procedures for RPL are too complex.	
There are problems with bodies outside the institution.	
There is not much demand for RPL.	
We have no problems with RPL.	
Other <del>— please specify, max. 400 characters.</del>	

**Q24.** Does your institution offer non-degree programmes or courses (certificates, badges or micro-credentials)? Please choose one option. *Multiple choice.*

Yes	
Not yet, but planned	
No	

*Display This Question:*

*If 24. Does your institution offer non-degree programmes or courses (earning certificates, badges or... = Yes*

**Q24.1.** [If you selected "Yes"] How does your institution register learners for these non-degree programmes or courses? Please select one option. *Multiple choice.*

Student status	
A learner status different from students	
It depends on the programme/course.	
No information / Not applicable	

**Q25. Do you see challenges for non-degree programmes or courses (earning certificates, badges or micro-credentials) in the following areas?** Please select one option per line. *Matrix table.*

	Yes	To some extent	No	No information/ N/A
Credit award				
Recognition				
Quality assurance				
Defining the status of the learner				
Issues related to the format and design of such courses				
Identifying the demand				
Issues related to fees and funding				
Finding a business model				
Legal and regulatory obstacles within the institution				
Legal and regulatory obstacles at national/system level				

**Q25.1.**

I would like to comment on my answers (max. 400 characters):

**Q26. Which of the following assumptions regarding micro-credentials would you agree with?** Please select one option per line. *Matrix table.*

	Yes	To some extent	No	No information/ N/A

Micro-credentials are a high priority for our national policy makers.				
Industry and professional sectors have a high demand for micro-credentials.				
Society has a high demand for micro-credentials.				
Micro-credentials can offer an alternative to master's programmes.				
Micro-credentials can offer an alternative to a bachelor's programme.				
Micro-credentials help us to improve and innovate our regular degree study programmes.				
Micro-credentials are part of our strategy for diversifying and/or enlarging our education offer.				
Micro-credentials can provide a major support to our institution's social inclusion strategy (widening access to higher education).				
It is still too early to predict their usefulness and impact.				
Expectations towards micro-credentials might be too high.				
Other – please specify below				

**Q26.1**

If you selected "other" above, please specify here (max. 400 characters):

**Q27. Does your institution offer Massive Open Online Courses (MOOCs) or other forms of open learning?**  
Please select one option. *Multiple choice.*

Yes, both MOOCs and other forms of open learning	
Yes, MOOCs	
Yes, other forms of open learning	
Not yet, but we are planning to introduce them	
We had MOOCs, but discontinued them.	
No	

*Display This Question:*

*If 27. Does your institution offer Massive Open Online Courses (MOOCs) or other forms of open learning... = Yes, both MOOCs and other forms of open learning*

*Or 27. Does your institution offer Massive Open Online Courses (MOOCs) or other forms of open learning... = Yes, MOOCs*

*Or 27. Does your institution offer Massive Open Online Courses (MOOCs) or other forms of open learning... = Yes, other forms of open learning*

**Q27.1.** [If you selected “Yes”] Does your institution recognise and give credit for MOOCs and other forms of open learning for study programmes? Please select one option per column (one for recognition, one for giving credit). *Matrix table (multiple answer).*

	Our institution recognises	Our institution gives credit for
<input checked="" type="checkbox"/> Yes, it is very common		
<input checked="" type="checkbox"/> Yes, under certain conditions		
<input checked="" type="checkbox"/> Only for optional courses		
<input checked="" type="checkbox"/> No		
Other <del>—please specify below</del>		

27.1.1. —

If you selected “other” above, please specify here (max. 400 characters):

#### 4. Learning, teaching and teachers

**Q28.** Does your institution provide concrete measures to enhance the connection between the missions of education and research? Please select all applicable options per line. *Matrix table.*

	Yes, at institutional level	Yes, at faculty level	Yes, at study programme level	Not provided at all
Policy and measures to ensure that curricula and courseware are updated with recent research results and/or methods				
Funding for initiatives and activities that enhance the link between research and education				
Recognition and reward in academics' careers				
Other incentives (e.g. awards, prizes)				
Dedicated support services for teachers (e.g. training, guidelines, coaching...)				
Information unavailable / Not applicable				
Other — please specify below				

**Q28.1**

If you selected "other" above, please specify here (max. 400 characters):

**Q29.** Do students get research experience as part of their study programmes? Please select all applicable options. *Multiple answer.*

Yes, it is part of all or most of the bachelor's curriculum	
Yes, it is part of some bachelor's curriculum	
Yes, it is part of all or most of the master's curriculum	
Yes, it is part of some master's curriculum	
<input type="checkbox"/> No	
<input type="checkbox"/> Not yet, but planned	
<input type="checkbox"/> Information unavailable / Not applicable	

**Q30. Have learning outcomes been implemented?** Please select one option. *Multiple choice.*

Yes, for all courses across the institution	
Yes, for some courses	
Not yet, but planned	
No	
Information unavailable / Not applicable	

*Display This Question:*

*If 30. Have learning outcomes been implemented? Please select one option. = Yes, for all courses across the institution*

*Or 30. Have learning outcomes been implemented? Please select one option. = Yes, for some courses*

**Q30.1. [If you selected “Yes”] How would you describe issues encountered when implementing learning outcomes?** Please select one option per line. *Matrix table.*

	Has been no problem	Was a problem, but has been solved.	Continues to cause problems	No information/ N/A
Lack of understanding and shared definition among staff				
Designing curricula based on learning outcomes across the institution				
Revising student assessment to align with the learning outcomes approach				
Workload for students				
Insufficient resources to support staff in implementing learning outcomes				
Time pressure for introducing learning outcomes				

**Q31. In 2023, do you see any increase in the following areas, compared to the situation before the Covid-19 pandemic?** Please select all applicable options. *Multiple answer.*

Flexible learning offer	
Blended learning	
Students’ demand for more blended learning	
Academic staff’s demand for more blended learning	
Hybrid learning (leaving students the choice to attend in person, or virtually)	

Online learning offer	
Virtual exchange / Virtual mobility	
Collaborative learning provision with other institutions	
Online testing and examination	
Attention to students' mental health and well-being	
Attention to staff mental health and well-being	
Teleworking for academic staff	
Teleworking for administrative staff	
Lack of academic preparedness of secondary school students entering your institution	
Institutional preparedness for emergencies and crisis management	

**Q32.** What is the estimated percentage of students that study in the following modes? Please enter your estimate for the academic year 2022/23. Note that the sum must equal 100%. *Constant sum.*

	%
on campus (physically present)	
off campus (mainly via distance learning)	
combining both (blended or hybrid)	
Total	100

**Q33.** Does your institution support teaching staff with: Please select one option per line. *Matrix table.*

	Yes	Not yet, but planned	No	No information /N/A
Training courses in pedagogy and didactics				
Digital skills training opportunities				
Exchange and collaboration opportunities for teachers (online and/or physical)				
Open online repositories for educational materials				
A centre/unit that supports teachers on all technical issues (e.g. IT, using material or technology in learning spaces)				
A learning and teaching centre/unit that supports teachers in enhancing their teaching				

~~Q33.1. If your institution supports teaching staff with other measures, please provide a brief description here (max. 300 words):~~

*Display This Question:*

*If 33. Does your institution support teaching staff with: Please select one option per line. = A learning and teaching centre/unit that supports teachers in enhancing their teaching [ Yes ]*

**Q33.2. If your institution has a learning and teaching centre/unit, what is the centre/unit's role and function?** Please select all applicable options. *Multiple answer.*

Offering academic staff development courses and material	
Providing consultations and advice to academic staff on improving teaching	
Conducting research in higher education pedagogy and didactics	
Analysing student feedback/performance and/or results of teachers' evaluations	
Developing and/or implementing personalised staff development plans	
Organising teaching awards/prizes	
Supporting innovative teaching initiatives (through advice, financial incentives, logistical support, etc.)	
Facilitating communities of practice at the institution (networking events, peer learning, etc.)	
Other – please specify, max. 400 characters	

*Display This Question:*

*If 33. Does your institution support teaching staff with: Please select one option per line. = Training courses in pedagogy and didactics [ Yes ]*

**Q33.3. If your institution offers training courses for teachers, for which categories of staff are the enhancement courses compulsory?** Please select all applicable options. *Multiple answer.*

All teaching staff	
All teaching staff except those not permanently employed (such as experts)	
Newly hired teaching staff	
Mainly early-stage teachers and researchers	
Doctoral candidates, as part of their education	
Other – please specify, max. 400 characters	

**Q34. Do teaching performance evaluations play an important role in the promotion and career progression of teaching staff?** Please choose one answer. *Multiple choice.*

Yes	
A minor role compared to other criteria	
No role at all	

**Q34.1.** \_\_\_\_\_

I would like to comment my answer (max. 400 characters):

**Q35. How is teaching assessed at your institution?** Please select one option per line. *Matrix table.*

Teaching is assessed using...	Yes	Not yet, but planned	No	No information/ N/A
Student feedback				
Teacher peer feedback system (teachers provide feedback on each other's teaching)				
Team teaching (two or more teachers jointly prepare and deliver a course or a class)				
Portfolios in which teachers document their teaching practices (e.g. pedagogical materials, forms of student assessment)				
Recognition of good teaching (awards, etc.)				
Other – please specify below				

**Q35.1.** \_\_\_\_\_

If you selected "other" above, please specify here (max. 400 characters):

**Q36. What would you see as obstacles for improving learning and teaching at your institution?** Please select the three (3) most important obstacles by indicating 1, 2 or 3 in the following list (1 being the most important). *Rank order.*

Lack of financial resources	
Lack of infrastructure	
Insufficient teaching staff	
Insufficiently qualified teaching staff	
Lack of recognition for teaching in staff career progression	
Internal governance structure	
Resistance among teaching staff	
National (system-level) regulations	
Other external constraints from authorities	
Other – please specify, max. 400 characters	



## 5. Inclusion, equity and diversity

**Q37. How does your institution address inclusion, equity and diversity?** Please select one option per line.

*Matrix table.*

	Yes	Not yet, but planned	No	No information/N/A
It is an explicit value and a major priority for our institution.				
The institution has strategies and policies addressing this.				
We have actions in place throughout the institution.				
It is considered in student recruitment.				
It is considered in staff recruitment.				
The government provides funding support.				
Government policies emphasizes this as a priority for higher education.				
This is addressed in performance agreements between the institution and the government.				

**Q38. What aspects are considered in the inclusion policies and measures of your institution?** Please select all applicable options, distinguishing between students and staff. *Matrix table, multiple answer.*

	For students	For staff
Age		
Gender		
Socio-economic background		
Educational background (alternative pathways, lifelong learners)		
Disability		
Migration, refugee(-like) or at-risk background		
Ethnic background		
Religion		

Sexual orientation		
Caring responsibilities		
Health problems		
Geographical remoteness		
<input type="checkbox"/> Information unavailable / Not applicable		
Other — please specify below		

**Q38.1** \_\_\_\_\_

If you selected “other” above, please specify here (max. 400 characters):

*Display This Question:*

*If 38. What aspects are considered in the inclusion policies and measures of your institution? Pleas... = Migration, <strong> </strong>refugee(-like) or at-risk background [ For students ]*

*Or 38. What aspects are considered in the inclusion policies and measures of your institution? Pleas... = Migration, <strong> </strong>refugee(-like) or at-risk background [ For staff ]*

**Q38.2. [If you selected “Migration”] Does your institution host researchers or students at risk?** Please select one option per column (one for researchers, one for students). *Matrix table, multiple answer.*

	Researchers at risk	Students at risk
<input type="checkbox"/> Yes, currently		
<input type="checkbox"/> Yes, in the past		
<input type="checkbox"/> No, but we would like to		
<input type="checkbox"/> No		
<input type="checkbox"/> Information unavailable / Not applicable		

## 6. Engagement and outreach with society and community

This section examines how higher education institutions engage with communities outside the institution and society at large.

**Q39.** How would you describe the situation of “the third mission” or “services to society” at your institution? Please select all applicable options. *Multiple answer.*

This is a priority at our institution.	
We have established structures and resources for a systematic approach at our institution (office or unit, funding support, etc.).	
There is a dedicated portfolio at leadership level (vice- or pro-rector in charge).	
Our activity in this area increased over the past years.	
We want our activity in this area to increase in the future.	
Compared to other missions, it is under-resourced in terms of staff.	
Compared to other missions, it is under-resourced in terms of funding.	
Our activity in this area is not always and fully recognised (by national authorities, employers, society, etc.).	
It is difficult to map our institution’s activities in this area.	
There is a lot of external pressure for more engagement (from authorities, employers, society, etc.).	
The institution is not very active in this area.	

**Q40.** In which of the following areas is your institution particularly active? Please select the top 3 options. *Multiple answer.*

Environmental sustainability and greening	
Employability	
Skills development relevant to the labour market	
Integration of migrants	
Education to citizenship	
Regional or local development	
Service to community	
Cooperation with partner higher education institutions in similar socio-economic and cultural environments	

**Q41.** Does your institution have a strategy or a similar document that explicitly refers to the green transition, or environmental sustainability? Please select one option. *Multiple choice.*

Yes, as a stand-alone strategy	
Yes, as part of the overarching institutional strategy	
Yes, as part of a dedicated strategy on sustainable development	
No, but it is under preparation	
No	
Information unavailable / Not applicable	

## 7. Internationalisation

**Q42.** How would you describe the situation of international exchange and collaboration at your institution? Please select all applicable options. *Multiple answer.*

This is a priority at our institution.	
We established structures and resources for a more systematic approach at our institution (office or unit, funding support, etc.).	
There is a dedicated portfolio at leadership level (vice- or pro-rector in charge).	
Our activity in this area increased over the past years.	
We want our activity in this area to increase in the future.	
Compared to other missions, it is under-resourced in terms of staff.	
Compared to other missions, it is under-resourced in terms of funding.	
Our activity in this area is not always and fully recognised (by authorities, employers, society, etc.).	
It is difficult to map our institution's activities in this area.	
There is a lot of external pressure for more engagement (from authorities, employers, society, etc.).	
We are not very active in this area.	

**Q43.** At your institution, what is the approximate percentage of students with at least one physical mobility experience upon graduation? Please select one option per line. *Matrix table.*

Percentage of students with at least one physical mobility experience during...	≤5%	6-10%	11-20%	21-50%	More than 50%	No information/ N/A
<input checked="" type="checkbox"/> the bachelor						
<input checked="" type="checkbox"/> the master						
<input checked="" type="checkbox"/> the doctorate						

**Q44.** How would you describe the evolution of student physical mobility at your institution? Please select one option per line. *Matrix table.*

	Yes	No	No information/ N/A
There has been a steady increase in the five years before the pandemic.			
There has been a steep increase in the five years before the pandemic.			
The pandemic has halted physical mobility, and we are not back to the mobility rates from before 2020.			

**Q45. What do you see as challenges for your outgoing students (credit mobility)?** Please select one option per line. *Matrix table.*

	Yes	To some extent	No	No information/ N/A
Students cannot afford it (lack of scholarships, limited coverage of costs, etc.).				
Our partner institutions cannot offer enough places.				
We have not established enough partnerships with other institutions.				
Mobility periods are unfit (too long).				
Mobility periods are unfit (too short).				
Difficult to fit into a bachelor's programme				
Difficult to fit into a master's programme				
For some academic disciplines and professions, credit mobility is difficult				
Differences in the academic calendars				
Many students lack the necessary language skills.				
Many students face some sort of mental barriers (fear to go abroad, not feeling sufficiently prepared, etc.).				
Recognition of credits causes problems.				
We do not have enough staff and resources at the institution to handle mobility demands.				
Other —please specify below				

**Q45.1**

If you selected "other" above, please specify here (max. 400 characters):

*Display This Question:*

If 45. What do you see as challenges for your outgoing students (credit mobility)? Please select one... = Recognition of credits causes problems. [ Yes ]

Or 45. What do you see as challenges for your outgoing students (credit mobility)? Please select one... = Recognition of credits causes problems. [ To some extent ]

**Q45.2.** [If you selected “Recognition of credits causes problems”] How many students returning to your institution from abroad (credit mobility) encounter problems with credit recognition? Please choose one option. *Multiple choice.*

Up to 5% have problems	
Up to 10% have problems	
Up to 20%	
More than 20%	
None	
Information unavailable / not applicable	

**Q46.** Does your institution participate in virtual student exchanges / virtual mobility? Please select one option. *Multiple choice.*

Yes, already before 2020	
Yes, since 2020	
Not yet, but planned	
No	
Information unavailable / Not applicable	

*Display This Question:*

If 46. Does your institution participate in virtual student exchanges / virtual mobility? Please sel... = Yes, already before 2020

Or 46. Does your institution participate in virtual student exchanges / virtual mobility? Please sel... = Yes, since 2020

**Q46.1.** [If you selected “Yes”] What type of virtual student exchanges/mobility does your institution offer? Please select all applicable options. *Multiple answer.*

Virtual exchanges funded under Erasmus+ (as part of blended mobility)	
In the context of our European University alliance	
As part of joint programmes	
Virtual exchanges funded under national or other funding sources	
Teachers set up their own virtual exchanges for students.	
Other – please specify, max. 400 characters	

*Display This Question:*

If 46. Does your institution participate in virtual student exchanges / virtual mobility? Please sel... = Yes, already before 2020

Or 46. Does your institution participate in virtual student exchanges / virtual mobility? Please sel... = Yes, since 2020

**Q46.2. [If you selected “Yes”] What is your experience with virtual exchanges/mobility so far?** Please select one option per line. *Matrix table.*

	Agree	Agree to some extent	Disagree	No information/ N/A
They are a good supplement and addition to physical mobility.				
It is an opportunity for students to earn credits, but only in the context of blended mobility.				
It offers opportunities for students who cannot or do not want to have physical mobility.				
Most students like it.				
Most teachers like it.				
It is relatively easy to organise.				
It still requires experience building and the formats need to be enhanced.				
Important legal and organisational issues are still to be solved.				
It is too early to conclude.				

**Q47. Does your institution offer joint degrees and/or joint programmes?** Please select one option per column (one for joint degrees, one for joint programmes). *Matrix table.*

	Joint degrees	Joint programmes
<input checked="" type="checkbox"/> Yes, 5 or more		
<input checked="" type="checkbox"/> Yes, less than 5		
<input checked="" type="checkbox"/> We never had them		
<input checked="" type="checkbox"/> We cannot have them for legal reasons		
<input checked="" type="checkbox"/> Other –please specify below		

**Q47.1** \_\_\_\_\_

If you selected “other” above, please specify here (max. 400 characters):

**Q48. Are staff mobility and exchanges a priority for your institution?** Please select all applicable options. *Multiple answer.*

Yes, and we have a policy and measures in place to support it.	
Yes, and we have defined benchmarks for staff mobility and exchanges.	
Yes, and we are looking into ways to improve it.	
No, but we would like to improve it.	
No, and there is no plan to make it a priority.	
Other — please specify, max. 400 characters	

**Q49. Does your institution engage in specific measures in view of the war in Ukraine?** Please select all applicable options. *Multiple answer.*

We do not have any specific measure.	
Enhancement of existing partnerships with Ukrainian institutions	
New partnerships with Ukrainian institutions	
Hosting of students from Ukraine	
Specific financial conditions for students from Ukraine (reduced fees, support grants, etc.)	
Online teaching offered to students in Ukraine	
Hosting academic staff from Ukraine	
Remote fellowships for academic staff from Ukraine	
Sharing of digital resources with Ukrainian partner institutions (digital lab, access to research publication repositories, etc.)	
Other — please specify, max. 400 characters	

*Display This Question:*

*If 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Hosting of students from Ukraine*

*Or 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Hosting academic staff from Ukraine*

**Q49.1. If your institution hosts Ukrainian students and/or staff as a result of the war, please indicate approximate numbers.**

	In spring 2022	In the academic year 2022/23
Students		
Staff		

*Display This Question:*

*If 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Enhancement of existing partnerships with Ukrainian institutions*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = New partnerships with Ukrainian institutions*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Hosting of students from Ukraine*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Specific financial conditions for students from Ukraine (reduced fees, support grants, etc.)*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Online teaching offered to students in Ukraine*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Hosting academic staff from Ukraine*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Remote fellowships for academic staff from Ukraine*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Sharing of digital resources with Ukrainian partner institutions (digital lab, access to research publication repositories, etc.)*

*And 49. Does your institution engage in specific measures in view of the war in Ukraine? Please select... = Other  
<em>please specify in the next form</em>*

~~Q49.2. If available, please provide a web link explaining your activities in support of Ukraine.~~

Web link	
----------	--

**Q50. How did the war in Ukraine impact your relationship with Russia and/or Belarus?** Please choose one option per line.

	Yes	To some extent	No	No information/ N/A
Our institution decided to put on hold or end our partnerships and collaboration.				
A national-level decision (ministry, rectors' conference) required that we put on hold or end partnerships and collaboration.				
Some informal exchanges with individuals in Russia and Belarus continue.				
The number of students from Russia and/or Belarus has increased.				
The number of students from Russia and/or Belarus has decreased.				
The number of staff from Russia and/or Belarus has increased.				
The number of staff from Russia and/or Belarus has decreased.				

## 8. End of questionnaire

**Q51.** ~~Would you or one of your colleagues be available to answer any follow-up questions to this survey?~~  
Please select one option.

Yes, please contact me for future queries	
Yes, please contact my colleague for future queries	
No	

**Q51.1.** ~~If we may contact you, please confirm your contact details.~~

First name:
Last name:
Position:
E-mail:

**Q51.2.** ~~If we may contact your colleague, please provide her or his contact details.~~

First name:
Last name:
Position:
E-mail:

**Q52.** ~~Would you like your institution to be mentioned as a contributor in the annex of the TRENDS report?~~  
Please select one option.

Yes
No