

HEIDA - Higher Education Internationalization Data

Literature review findings presentation

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Internationalization at institutional level definitions, dimensions and levels.

The most widespread and used definition:

Internationalization can be defined "at the national, sector and institutional level as a process of integrating an international, intercultural or global dimension into the goals, activities and services of higher education institutions" (Knight 2003, 2).

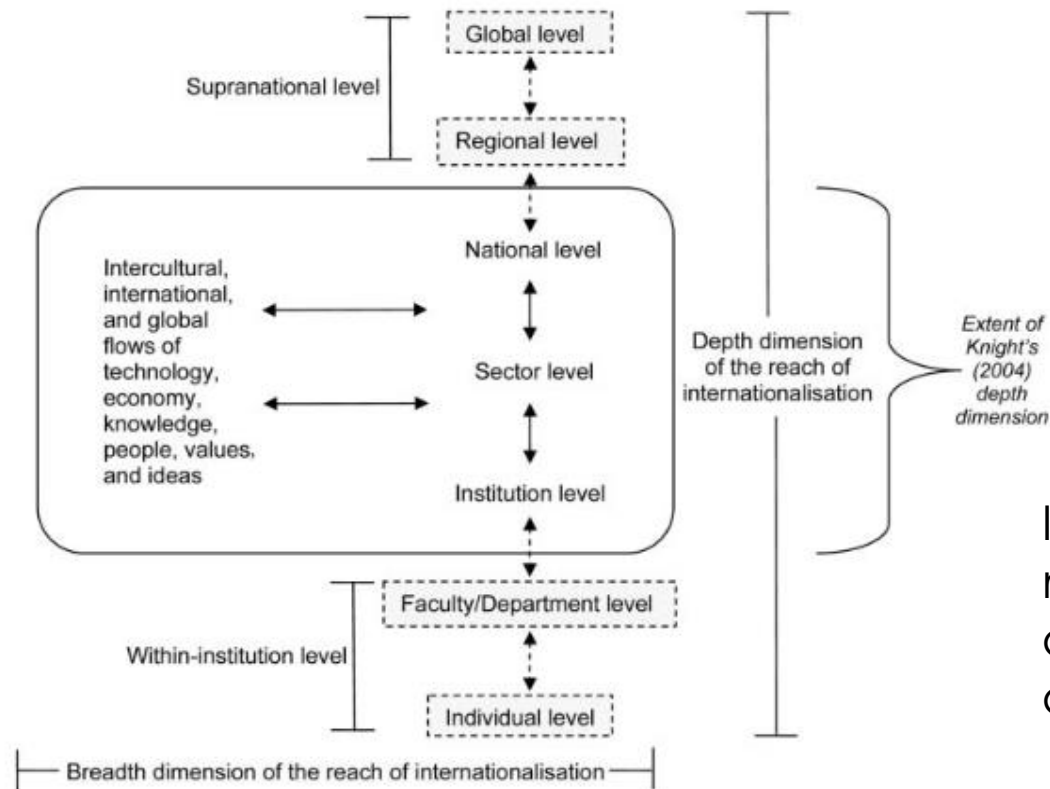
- The variability of definitions and views shows us the complexity of understanding the process of internationalization.
- There is no all-encompassing and universal definition.

Perspectives – which is important for you?

Approach/ perspective	Description
Activity	The activity approach describes internationalization in the context of the activities that can be carried out - such as exchange of students and staff, technical assistance and international students, joint programs, diverse inter-institutional agreements, projects, branch campuses, etc.
<i>Competency</i>	The competency aspect considers the context of internationalization as the development of new knowledge, skills competencies, attitudes and values by students and staff.
<i>Ethos</i>	The ethos approach emphasizes the aspect of designing culture and international/intercultural initiatives.
<i>Process</i>	Focuses on the integration of an international/intercultural dimension through a combination of different types of activities, policies and procedures.
<i>Outcome</i>	Here internationalization is defined broadly in terms of desired outcomes, such as student competencies, increased international reputation and international agreements, partners and projects.
Internationalization at home	<i>Focuses on creating a culture and climate that promote and support international/intercultural understanding in home institutions.</i>
Cross-border education	<i>Is understood as the implementation of internationalization of education abroad, which can be achieved in different ways (face-to-face and distance-learning, in combination with e-learning) and through various forms of mobility (franchise agreements, twinning programmes, branch campuses, etc.).</i>

Levels of internationalization

Internationalization is a process that can take place at institutional (faculty and academic staff), sector, national, regional and global levels (Sanderson 2007, 280):



Institutional sub-levels:
management,
academics,
administrative

Why is important to **measure** internationalization at HEIs?

Internationalization can have many **positive benefits** and new opportunities for higher education institutions and its stakeholders and broader community (Hénard, Diamond, and Roseveare 2012, 40).

Internationalization is no longer perceived as a goal in itself but rather as a means to an end, such as enhancing the quality of scholarship and research, alleviating poverty, or producing globally aware and competent graduates. According to that, institutions need to judge not only the **quantity of internationalization activity** but also its **quality** and its contribution to **overall institutional goals** (Green 2012, 4).



When addressing the issue of measurement/assessment, the following **relevant questions** need to be examined (de Wit 2009, 3):

- ▶ How do we measure what we do?
- ▶ What do we measure?
- ▶ What indicators do we use for assessment?
- ▶ Do we assess processes or activities?
- ▶ Do we carry out assessments with a view to improving the quality of our own process and activities or do we assess the contribution made by internationalization to the improvement of the overall quality of higher education?
- ▶ Do we use a quantitative and/or a qualitative approach to measurement?
- ▶ Which instruments do we use; *ex post* or *ex ante* measurements, indicators, benchmarking, best practices, quality review, accreditation, certification, audits or rankings?
- ▶ Are we focussing on inputs, outputs or outcomes?

Tools and indicators for the internationalization

- Preliminary review done by Nuffic (2009) shows that we can find many different tools for measuring and evaluating the internationalization in higher education.
- 32 Existing tools for measuring or evaluating internationalisation in HE ([available here](#)), plus 3 added (U-Map, IMPI, IUNE).
- 3 most recognisable tools:

IMPI project ([IMPI](#)) (user-2015-983, valentina)

MINT tool

The U-Map project ([U-Map](#))



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IMPI project (IMPI)

- The IMPI project started in 2009 and was supported by the European Union, co-sponsored by six European partners (SIU, NUFFIC, ACA, CampusFrance, Perspektywy and CHE Consult).
- The main aim was to develop indicators for mapping and profiling internationalisation of higher education institutions (IMPI).
- The result of the project is a toolbox of 500 indicators ([available here](#)) for institutions to measure their performance in internationalization (see www.impi-project.eu and www.impi-toolbox.eu).

IMPI toolbox full list of indicators

<p>Students STUDY ABROAD INTERNATIONAL STUDENTS GENERAL STUDENT DATA</p>	<p>Administration</p>
<p>Staff ACADEMIC AND NON-ACADEMIC STAFF MEMBERS - GENERAL DATA ACADEMIC AND NON-ACADEMIC STAFF MEMBERS - OUTGOING STAFF ACADEMIC AND NON-ACADEMIC STAFF MEMBERS - STAFF FROM ABROAD ACADEMIC STAFF MEMBERS NON-ACADEMIC STAFF</p>	<p>Funding and finance FUNDING AND FINANCE</p>
<p>Research RESEARCHER PROFILES VISITING RESEARCHERS INSTITUTIONAL PROFILE PUBLICATIONS AND CITATIONS PATENTS</p>	<p>Curricula and Academic Services</p>
<p>Non-Academic Services, and Campus and Community life SERVICES TO INTERNATIONAL STUDENTS SERVICES TO STUDY ABROAD STUDENTS SERVICES TO STAFF</p>	<p>Promotion and Marketing PROMOTION AND MARKETING</p>
<p>Other</p>	

MINT tool

- MINT is a self-evaluation tool that is meant to support policy development and management of internationalization in higher education.
- On the basis of the data submitted in the tool, you can generate a self-evaluation report and a management summary for your institution, faculty or programme.
- MINT indicators: Nuffic participated in a IMPI project (2009-2012), which is closely related to MINT tool. IMPI includes indicators already in use in MINT, but also added indicators from projects in other countries (Nuffic).
- [Registration](#) and contact - Login to the MINT tool ([available here](#)).

The U-Map project (U-Map)

- U-Map is an ongoing project in which the European classification of higher education institutions is further developed and implemented.
- Partners in the project are the Center for Higher Education Policy Studies (CHEPS) and the European Association of Institutions in Higher Education (EURASHE)–advisory board.
- The purpose of the U-Map project is to develop a tool to enhance transparency. This tool allows us to compare different higher education institutions (HEIs) on the selected characteristics. Moreover, it gives an institutional activity profile that can be used to compare three HEIs (U-Map).

Overview of U-Map dimensions

<p>Teaching and learning profile</p> <ul style="list-style-type: none"> Orientation of degrees Expenditure on teaching Degree level focus Range of subjects 	<p>Student profile</p> <ul style="list-style-type: none"> Size of student body Mature students Distance learning students Part time students
<p>Research involvement</p> <ul style="list-style-type: none"> Peer reviewed academic publications Peer reviewed other research products Professional publications Doctorate production Expenditure on research 	<p>Regional engagement</p> <ul style="list-style-type: none"> Importance of local/regional income sources Graduates working in the region First year bachelor students from the region
<p>Involvement in knowledge exchange</p> <ul style="list-style-type: none"> Patent applications filed Income from knowledge exchange activities Cultural activities Start-up firms 	<p>International orientation</p> <ul style="list-style-type: none"> Foreign degree seeking students Importance of international sources of income International academic staff Students sent out in international exchange programs Incoming students in international exchange programs

Next steps – to discuss

As we can see there exist a lot of tools and indicators that are focused on the internationalization activities. Our purpose in this step of project is to think those preliminary findings in the context of our project.

- **Data management** at the institutional level (understanding data, use of data),
- the **need for a data collection** and sharing tool/platform for the internationalisation activities of higher education institutions and,
- the need **to bridge the gap in communication** and joint work that often exists between HEI faculty, staff, senior management and students in internationalisation efforts and activities.

Questions for the further discussion on HEIDA project:

- What should be mapped?
- Through which indicators we can indicate and fulfil the gap in communication and joint work at the institutional level?
- Which indicators to choose and why?
- How to present data?
- Which strategy of communication has to be developed to bridge the gap – to understand data (indicators)?
- ???