Indicators for Mapping and Profiling Internationalisation
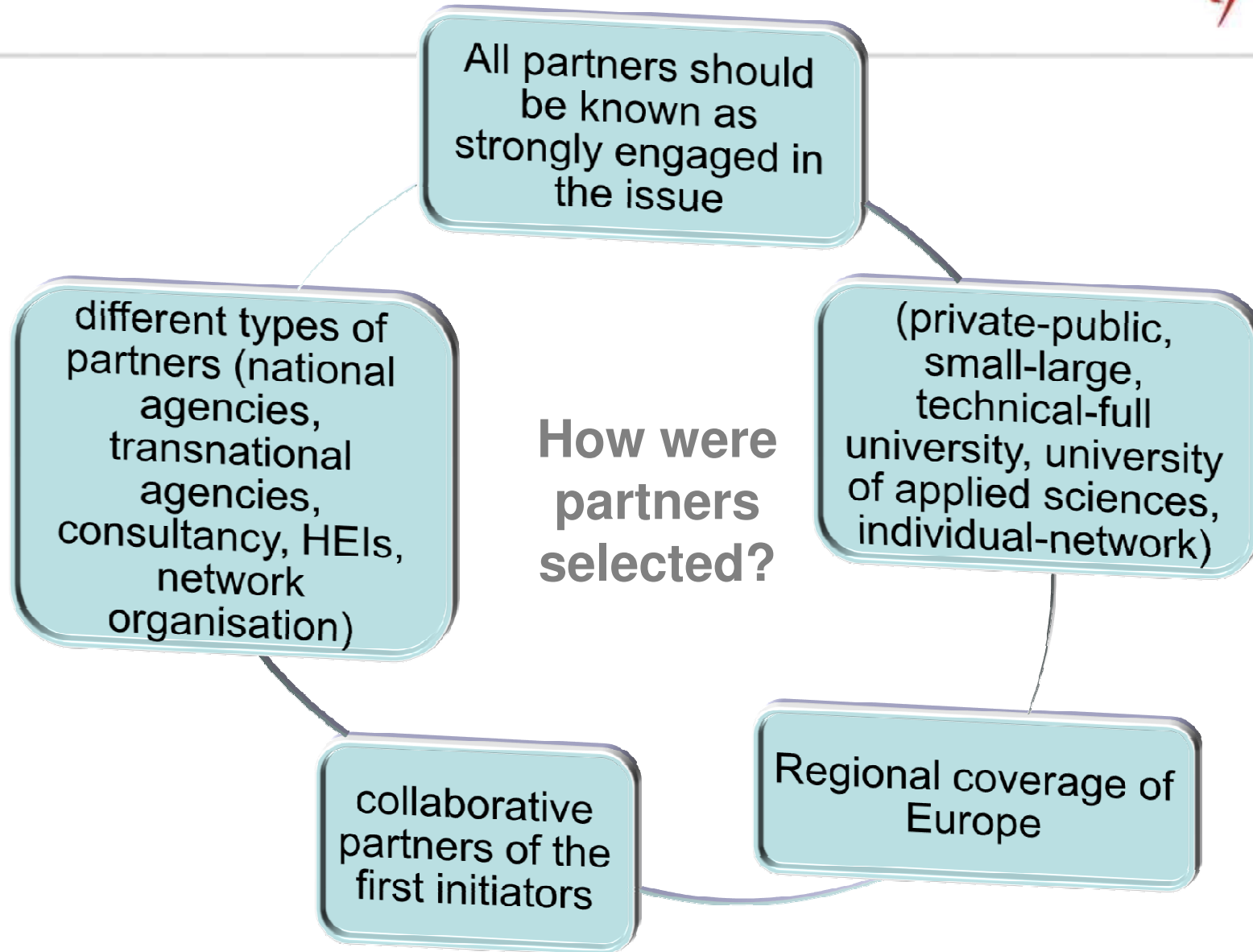
Uwe Brandenburg

DAIA Tagung 2011

Starting point of IM(P)I

- The German partners felt a need to internationalise the project

- NUFFIC and SIU were also active in the field and joint in the very beginning

- In discussions with various European HEIs the need for a European approach was becoming obvious

How were partners selected?

All partners should be known as strongly engaged in the issue

(private-public, small-large, technical-full university, university of applied sciences, individual-network)

Regional coverage of Europe

collaborative partners of the first initiators

different types of partners (national agencies, transnational agencies, consultancy, HEIs, network organisation)

Partners in the project

Core partners	Associate partners
ACA	Individual universities
CampusFrance	Networks of universities (national & European)
CHE Consult (coordinator)	NGAA (DAAD)
NUFFIC	
Perspektywy Foundation	
SIU	

Second round partners

Tallinn University of Technology
Ecole Polytechnique
University of Eastern Finland, Joensuu (UEF)
Université Sorbonne Nouvelle - Paris 3
University of Coimbra
University of Basel
University of Eastern Finland, Kuopio (UEF)
University of Rennes 2
Universitat de Lleida
Ecole des Hautes Etudes en Santé Publique

University of Nantes
University of Reims Champagne-Ardenne
ParisTech (Broyart)
Université Paris-Diderot (Paris 7)
University of Bologna
Universitat de Girona
Justus-Liebig-University Gießen
Universitat Rovira i Virgili
Ecole des Mines de Nantes
University of Poitiers
SKEMA Business School
Universitat Oberta de Catalunya
University of Padova, Medical School
Saxion University of Applied Sciences
Universidad de Almeria
Hochschule Bonn-Rhein-Sieg

- To compile an indicator list inclusive of most existing lists

- To provide a toolbox for medium and large group internal comparisons or check of internationalisation

- To provide ideas for a structured strategy approach (objectives, activities, indicators)

- To develop three examples of application and test the practicability and robustness of the chosen indicators:

  - Individual institutional

  - Small benchmarking group

  - Large benchmarking group

- To find examples of good practice for processes

Timeline:

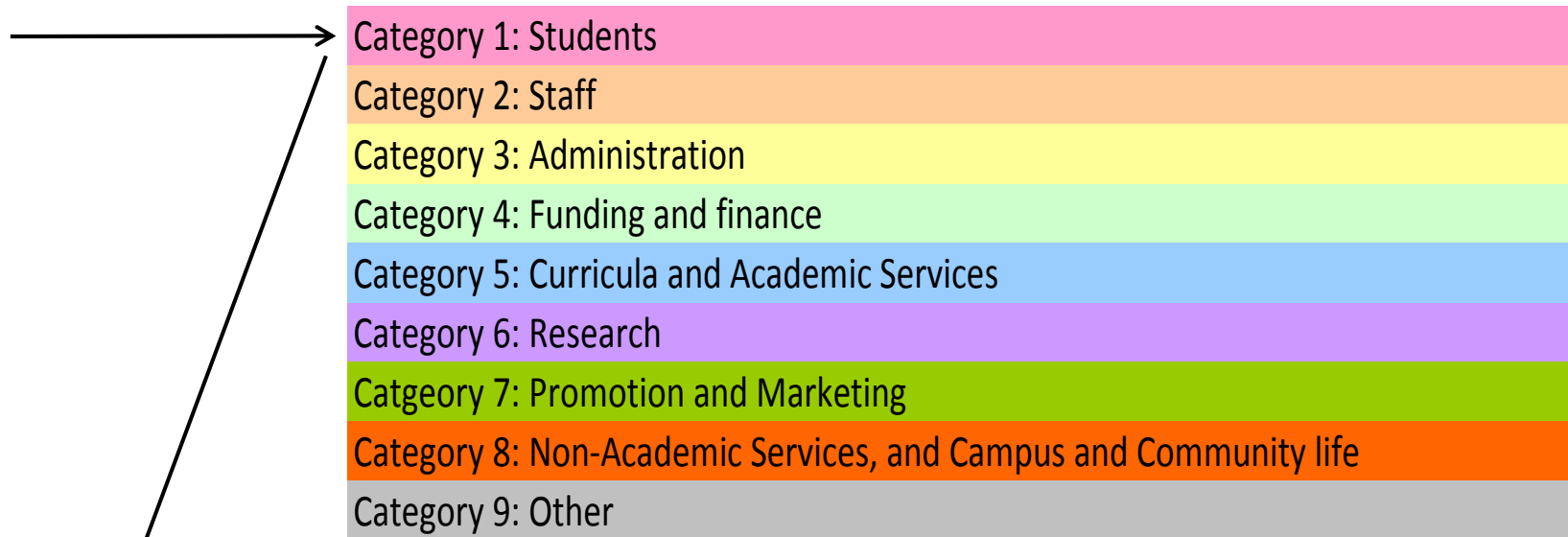|	
June 2009	Application approved by the EU in June 2009 (one of ten approved projects in this programme line)
10/09-4/10	Research on indicator sets and development of the IMPI set of indicators
5/10-2/11	First round of developing and testing the toolbox with associate partners
3/11-5/11	Exploitation of the first round, preparation of results/documentation and second round
5/11-2/12	Development of external benchmarking group and data analysis: **THIS IS WHERE YOU CAN JOIN IN!**
3/12-6/12	Transformation of results and large dissemination

How is the IMPI tool supposed to work?

HEIs select up to 3 goals

Goal Number	Goal Name	Select
G-01	to enhance the quality of education	☐
G-02	to enhance the quality of research	☑
G-03	to well-prepare students for life and work in an intercultural and globalising world	☐
G-04	to enhance the international reputation and visibility of the unit	☐
G-05	to provide service to society and community social engagement	☐

Next Step

G1 →

Category 1: Students
Category 2: Staff
Category 3: Administration
Category 4: Funding and finance
Category 5: Curricula and Academic Services
Category 6: Research
Catgeory 7: Promotion and Marketing
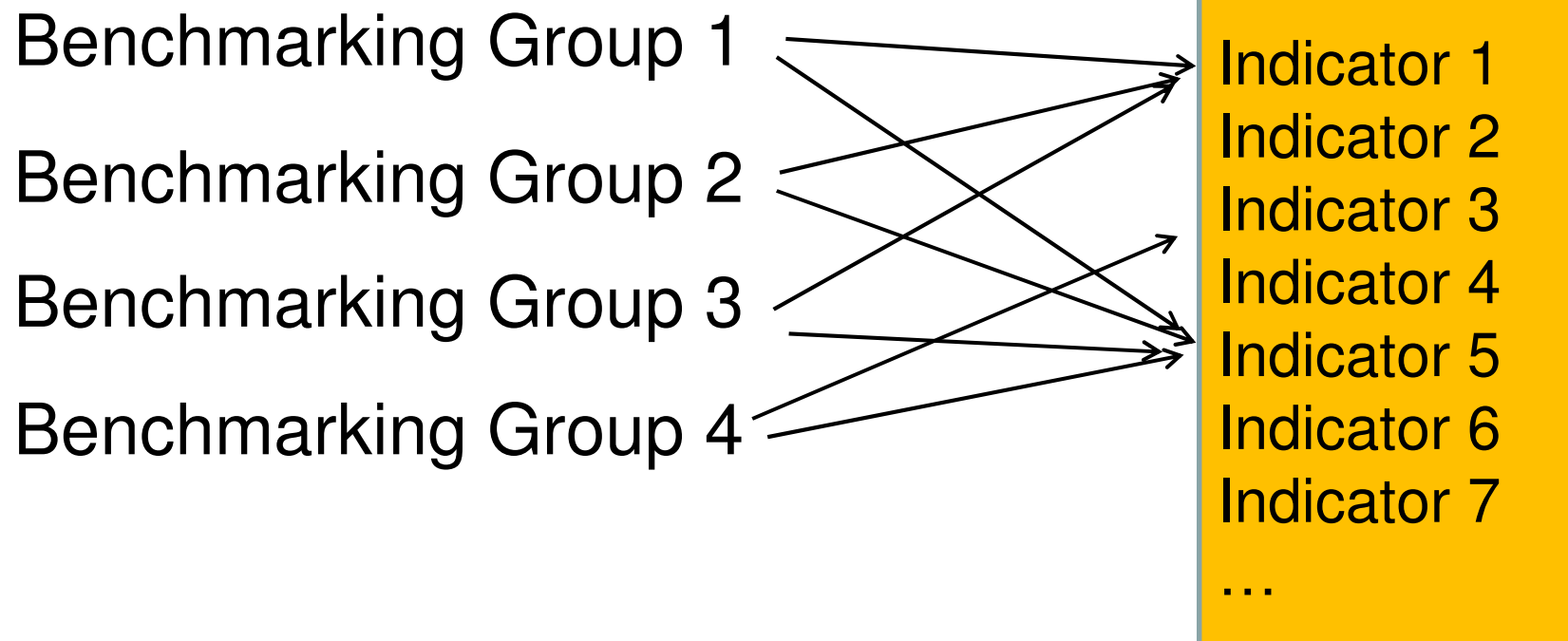Category 8: Non-Academic Services, and Campus and Community life
Category 9: Other

Category 1: Students
SUB-CATEGORY: STUDY ABROAD
SUB-CATEGORY: INTERNATIONAL STUDENTS
SUB-CATEGORY: GENERAL STUDENT DATA

Category 1: Students

SUB-CATEGORY: STUDY ABROAD

SUB-CATEGORY: INTERNATIONAL STUDENTS

SUB-CATEGORY: GENERAL STUDENT DATA

CATEGORY 1: STUDENTS

SUB-CATEGORY: STUDY ABROAD

I-115	01-001	Does the unit advise students on study abroad opportunities?
I-120	01-002	Does the unit provide specific contact information for international internships?
O-76	01-003	How many students from the unit participate in outgoing exchange or mobility programmes in a given year?
O-77	01-004	Out of all students in the unit, what proportion studies abroad in a given year?
O-78	01-005	In a given year, how many students in the unit are required by their study programme to study abroad for at least 3 months?
O-79	01-006	Out of all students in the unit who undertake an internship in a given year, what proportion does so abroad?

Benchmarking Group 1

Benchmarking Group 2

Benchmarking Group 3

Benchmarking Group 4

Indicator 1
Indicator 2
Indicator 3
Indicator 4
Indicator 5
Indicator 6
Indicator 7

…

Indicator 1: 3; Indicator 3: 1, Indicator 5: 4, Indicators 2,4,6,7,: 0

Indicator 1 & 5:   often used

Indicator 3:   seldomly used

Indicator 2,4,6,7: unused

What differentiates *most*, *used* and *all* indicators?

all: every indicator can be looked at

used: the value in a cell linking an indicator to a goal is at least 1, i.e. there is seen a link between the two

most: indicators which accumulate 50% of the overall votes/links are mentioned

The „most" calculation:

Indicator	Goal 1
Indicator1	1
Indicator 2	0
Indicator 3	5
Indicator 4	0
Indicator 5	7
Indicator 6	3
Indicator 7	0

Structuring

the data

Indicators	value	%	accumu-lated
Indicator 5	7	44%	44%
Indicator 3	5	31%	75%
Indicator 6	3	19%	94%
Indicator1	1	6%	100%
Indicator 2	0	0%	100%
Indicator 4	0	0%	100%
Indicator 7	0	0%	100%
	16	100%	100%

These are the indicators which would
be considered „most"

Where are we now and where do we go?

What has been achieved so far?

Desk research on existing tools

Development of key indicator set

Toolbox draft

Glossary draft

Translation of first results

Wording of toolbox refined

Data mining and analysis 1st round

Toolbox refinement: Categories

Category 1: Students

Category 2: Staff

Category 3: Administration

Category 4: Funding and finance

Category 5: Curricula and Academic Services

Category 6: Research

Catgeory 7: Promotion and Marketing

Category 8: Non-Academic Services, and Campus and Community life

Category 9: Other

Toolbox refinement: Sub-categories (1)

Category 1: Students

SUB-CATEGORY: STUDY ABROAD

SUB-CATEGORY: INTERNATIONAL STUDENTS

SUB-CATEGORY: GENERAL STUDENT DATA

Toolbox refinement: Sub-categories (2)

Category 2: Staff

SUB-CATEGORY: ACADEMIC AND NON-ACADEMIC STAFF MEMBERS - GENERAL DATA

SUB-CATEGORY: ACADEMIC AND NON-ACADEMIC STAFF MEMBERS - OUTGOING STAFF

SUB-CATEGORY: ACADEMIC AND NON-ACADEMIC STAFF MEMBERS - STAFF FROM ABROAD

SUB-CATEGORY: ACADEMIC STAFF MEMBERS

SUB-CATEGORY: NON-ACADEMIC STAFF

Toolbox refinement: Sub-categories (3)

Category 6: Research

SUB-CATEGORY: RESEARCHER PROFILES

SUB-CATEGORY: VISITING RESEARCHERS

SUB-CATEGORY: RESEARCHER ACTIVITY

SUB-CATEGORY: INSTITUTIONAL PROFILE

SUB-CATEGORY: PUBLICATIONS AND CITATIONS

SUB-CATEGORY: PATENTS

Toolbox refinement: Sub-categories (4)

Category 8: Non-Academic Services, and Campus and Community life

SUBCATEGORY: SERVICES TO INTERNATIONAL STUDENTS

SUBCATEGORY: SERVICES TO STUDY ABROAD STUDENTS

SUBCATEGORY: SERVICES TO STAFF

Toolbox refinement: Numbering scheme

CATEGORY 1: STUDENTS		
SUB-CATEGORY: STUDY ABROAD		
I-115	01-001	Does the unit advise students on study abroad opportunities?
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Toolbox refinement: Language

the unit
in a given year
Out of all… what is the proportion…

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Toolbox refinement: Language

Before…

What is the proportion of students with a foreign nationality that graduated from your unit last academic year (as a proportion of all students that graduated last academic year)?

After…

Out of all students that graduate from the unit in a given year, what proportion are international students?

Toolbox refinement: Next steps

- Final refinement of indicator language and content

- Final edits of the accompanying glossary

- Development of a set of instructions and guidelines for users

- Building on YOUR feedback
  - Subcategories
  - Absolute numbers and/or proportions/percentages?
  - Specified degree levels and, if so, which terms to use?

Glossary refinement

- Done:

  - Streamlining of the existing glossary

  - crosschecking the entire new toolbox for possible glossary entries

  - Double-checking by a non-IMPI staff member to get outside perspective

Next steps

- Input from The Hague will be used to further refine the toolbox
  - Total re-programming of the structure (categories)
  - Including the evaluation of indicators
  - Design adaptations
  - …

Who delivered?

	Number of members	Number of members that delivered data	%
Group A	8	8	100%
Group B	7	7	100%
Group C	13	10	77%
TAMK (percentage of departments)	2	2	100%
Tallinn (percentage of departments)	2	2	100%

For which indicators was data provided?

	No. of indicators chosen	No. of indicators answered	%
Group A	28	28	100%
Group B	18	18	100%
Group C	32	32	100%
TAMK	28	28	100%
Tallinn	56	53	95%

Average % of answers per indicator

Group A (Coimbra)   88%

Group B   82%

Group C   88%

TAMK (percentage of departments)   100%

Tallinn (percentage of departments)   90%

General Conclusions

- Very strong commitment by all associate partners to deliver

- Reality proved to be more difficult than thought when deciding on indicators

- Still finally very high data delivery rate

- Each group will have to look into their individual data as general averages can be deceiving (distribution of results within a group, standard deviation, etc.)

Next steps: second round

- Starts in May 2011

- Full round of indicator validation and benchmarking

- First self assessment (summer 2011)

- Second benchmarking in groups (winter 2011)

- 25 agreed new partners

- Fine-tuning of the online tool

www.impi-project.eu

Thank you!

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Education and Culture DG
Lifelong Learning Programme