IN2IT
WHY AND WHAT FOR TO ASSESS INTERNATIONALIZATION PROCESS AND ITS MATURITY?
CRITICAL REVIEW OF POSSIBLE METHODS AND APPROACHES TO INTERNATIONALIZATION MATURITY ASSESSMENT.
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Why to assess/measure internationalization?

„We live in a culture that is crazy about numbers. We seek standardization, we revere precision, and we aspire for control. The very ancient and dominant belief of Western culture is that numbers are what is real. If you can number it, you make it real…”

Margaret Wheatley, 1999

„The lack of attention to assessment ultimately weakens the priority which the institution gives to internationalization…”

John K. Hudzik & Michael Stohl, 2009
Why to assess/measure internationalization?

We need clear, measurable and objective data to:

- create institutional strategies and missions
- efficiently manage the university and its development
- compare with others HEI’s
- external assessment
- rise funds
- promote university and its offer
What to assess/measure?

Brandenburg & Federkeil (2007)
- Input indicators: creation of findings (staff structure, curricular questions, allocations of resources, etc.)
- Outputs indicators: findings of the end of education processes (graduates, research finding, etc.)

Deardorf, Thorndike, Pysarchik & Yun (2009)
- Inputs: human, financial and other resources needed to achieve the goals
- Activities: activities to achieve the goals
- Outputs: generally types and numbers of participants
- Outcomes: what participants know/think/feel as a result of activity
- Impact: long term results

Hudzik & Stohl (2009)
- Inputs: resources (money, people, policies, etc.) to support internationalization efforts
- Outputs: the amount of various types of work or activity undertaken in support internationalization efforts
- Outcomes: impacts or end results. Associated with measuring achievement and mission of the institutions
What to assess/measure?

WUT approach (2014)

- identify and specify strategic goals/outcomes of the institution – longer term results
  
  „enhance the quality of education and research”
  
  „increase the international visibility of the college”
  
  „increasing international and intercultural competences of staff&students”

- look at impacts, than just count the numbers

- often it is very hard to measure the outcomes

- many experts concentrated only on inputs and outputs

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Input ∈ Activity ↦ Output ↦ Strategic goal
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What to assess/measure?

- inputs – resources to achieve the outputs
- activities – actions taken to achieve the outputs using the inputs (mobility programs, support units, international actions, etc.)
- outputs – results of activities (number of participants, number of projects, etc.)

All of them should be measurable – more quantitative than qualitative

Very often assessment is limited to quality education only
How to assess/measure internationalization?

according to Adinda van Gaalen (2009) we have three following tools for assess internationalization:

- Self-assessment – internal exercise for internal purpose
- Benchmarking – internal process measured and compared by/with others
- Rankings – external process based on the externally setting standards

management tool or instrument for quality improvement

provide the public information on quality of institutions

we should add assessment by funding, accreditation and quality control institutions
How to assess/measure internationalization?

Since 1996 The Association of Commonwealth Universities runs the program „University Management Benchmarking Program” to measure and compare member universities in different areas of university management.

- both in 1998 and 2008 internationalization was the topic of benchmarking exercise:
  - self-assessment, based on prepared questionnaires
  - external evaluation by ACU experts
  - results scoring system
  - assistance with setting targets for improvement and identifying tools for managing change

- Exercise enables also members to compare them and learn from each other’s experience (benchmarking)
How to assess/measure internationalization?

Similar systems were introduced by:

- OECD with Academic Cooperation Association (ACA) and European University Association (EUA) (1999) – evaluation on implementation of international strategies – paid service based on self-assessment and external evaluation
- NAFSA since 2003 published an annual report *Internationalizing the Campus: Profiles of Success at Colleges and Universities*. Publication profiles colleges and universities, highlighting best practices in various aspects of internationalization
- In 2007 Centre for Higher Education Development (CHE) in cooperation with 4 German universities created the set of 186 indicators in 3 categories (*overall aspects, academic research, teaching and studies*) for monitoring assessment of implementation of internationalization strategies
How to assess/measure internationalization?

- „Indicators for Mapping and Profiling Internationalization IMPI” (2009-2012) project carried out by CHE, Nuffic, Campus France, ACA, etc. Creating the list of nearly 500 different indicators in 8 areas of internationalization of HEI’s:
  - students
  - academic staff
  - administration
  - funding and finance
  - Curricula and Academic Services
  - Research
  - Promotion and Marketing
  - Non-Academic Services, Campus and Community life

- No methodology - the proposed indicators have to be adapted to the situation and the strategic goals of a specific user

- Both quantitative and qualitative indicators, as well as „yes/no” questions

- In the situation of any benchmarking exercises it is need of precise understanding of each indicators
How to assess/measure internationalization?

- U-MULTIRANK – new tool for assess universities in 5 areas, internationalization is one of them

- despite its name it is not the ranking but comparison tool

- The first ranking in 2014 covered more than 850 HEIs, 1,000 faculties and 5,000 study programs from 74 countries around the world.

- Provides an institutional ranking of whole institutions, as well as field-based rankings for electrical and mechanical engineering, business studies and physics

- The data comes from a number of sources: information supplied by institutions; data from international bibliometric and patent data bases; and surveys of more than 60,000 students at participating universities
How to assess/measure internationalization?

International Orientation:
- Foreign language bachelor programs (%)
- Foreign language master programs (%)
- Student mobility (composition of numbers of incoming, outgoing and participation in joint programs)
- International academic staff (%)
- International joint publication (%)
- International doctorate degrees (%)
# How to assess/measure internationalization?

<table>
<thead>
<tr>
<th>University</th>
<th>Teaching &amp; Learning</th>
<th>Research</th>
<th>Knowledge Transfer</th>
<th>International Orientation</th>
<th>Regional Engagement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor graduation rate</td>
<td>Masters graduation rate</td>
<td>Graduating on time (bachelors)</td>
<td>Graduating on time (masters)</td>
<td>Citation rate</td>
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<td>Warsaw U Tech</td>
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<td>Polytech, U Milano</td>
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How to assess/measure internationalization?

- International rankings are another tool to measure internationalization
- Very different metrics used:
  - **Shanghai Ranking** - 90% research, 10% learning (alumni with Nobel Prize & Fields Medal)
  - **THES** – *teaching* (30%), research (30%), citation (30%), international outlook – intl. students and staff, joint publication (7.5%), industry income (2.5%)
  - **QS** – academic reputation (40%), employer reputation (10%), student to faculty ratio (20%), citation (20%), international faculty ratio (5%), international student ratio (5%)

- Data comes from their own sources: reputation surveys, bibliometric databases, websites, national agencies, etc.
- Only a few information's are collected directly from universities
How to assess/measure internationalization?

- In Poland results of HEIs internationalization have also impact on their funding
- The amount of didactic subsidy given by Ministry of Science and Higher Education to public universities depends on their achievements in different areas, including internationalization:
  - international visiting staff (for at least 60h)
  - research projects in international consortium
  - Horizon 2020 projects (coordination doubly rewarded)
  - exchange of students and PhD students (separate indicator 5%)
Conclusions

- Assessment is the effective tool to analyze the institutional progress, as well to compare with other HEIs.
- The need of assessment of internationalization is proved by several instruments developed over the past 20 years.
- Specific indicators, focusing on inputs and outputs, have to stem from the strategic goals of the institution.
- Depending on our needs the set of indicators should cover the whole spectrum of international activity of university.
- There is the need to prepare the relevant methodology on collecting and confirmation of collecting data.
Thank you

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