IMPI Toolbox Introductory Tutorial

The IMPI toolbox is organised in a tree structure. This means that the user is guided through the process step by step. You can change your selection and move back through the system at any point. If you lose your internet connection or log out at the end of a session, you can log in again later and decide to either work with the selections you made before or to clear all boxes and start from scratch.

Goal dimension

On the first page you will be asked to select the goal dimensions you would like to focus on for internationalisation. Five large dimensions are offered and IMPI suggests focusing on no more than 1-2 per exercise (be it self-assessment or benchmarking) as data acquisition might become difficult otherwise.

G-1   to enhance the quality of education
G-2   to enhance the quality of research
G-3   to prepare students effectively for life and work in an intercultural and globalising
          world
G-4   to enhance the international reputation and visibility of the unit
G-5   to provide service to society and community social engagement

Types of indicators

As soon as you have selected your goal(s), you will move on to the next page where you can select the type of indicator you want to use:

a. most-used: these are the indicators with the highest level of usage so far. This level is calculated by taking the number of all users who have selected any of the indicators in this dimension as the basic number and ranking the individual indicators by the number of uses. Those who comprise at least 50% of all uses are considered "most used".[1] You may choose this type of indicator if you want to follow the majority of previous users.

b. used: these contain all indicators which are linked to this goal dimension (either by users or the IMPI team). You should choose from this selection if you want to restrict your options to indicators with some relation to the goal dimension of your choice.

c. all: these contain all indicators regardless of their connection to the goal dimension you selected, including all "used" and "most used" indicators. You should choose this option if you want to make your own selection of indicators regardless of previous users or suggestions by the IMPI team.

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[1] Example: 10 indicators have been used, no1. 5 times, no.2 6 times, no.3-10 each one time; total number of uses is 18; no.2 comprises 33%, no.1 27%, together they achieve 60% of all votes and are considered the most used indicators.

Selection of indicators
On the next page you can choose your indicators. They are grouped into 9 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

Under each category you can open the tree by clicking on the **+** box and view the indicators.

You select indicators by ticking the box behind the indicator.

The value illustrating whether an indicator has been used before or has received an evaluation for their relevance in measuring internationalization appears at the end of the row. A high value (maximum 6) signifies strong relevance, a low value (minimum 1) signifies very little or no relevance.

Outcome indicators

On the last selection page you can choose the outcomes you would like to focus on for your project.

Relevance evaluation

Once you have finished your selection of indicators, you can decide whether you would like to revise your selection, view the Excel sheets which summarise your choices, or evaluate the relevance of the indicators you have chosen. We recommend that you use the evaluation function only after you have really used the indicators.

Special considerations

In practically all indicators we suggest that you take a differentiating perspective regarding the gender balance aspect, i.e. instead of only measuring the graduation rate of international students you might want to look whether there is a discrepancy between the graduation rate of female and male international students.

We suggest that for all indicators you take into consideration the aspect of students with special needs, i.e. whether certain performances are different between students with and without special needs, whether certain programmes take into account the special demands of this group, whether they feature in your strategy papers, etc.

In practically all indicators we suggest that you take a differentiating perspective regarding the diversity aspect, i.e. instead of only measuring the graduation rate of international students you might want to look whether there is a discrepancy between the graduation rate of international students with different social economic backgrounds.