INDICATORS FOR MAPPING
& PROFILING INTERNATIONALISATION

IMPI

# Indicator Projects on Internationalisation
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# Approaches, Methods and Findings

## A report in the context of the European project "Indicators for Mapping & Profiling Internationalisation" (IMPI)

# Summary

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# Summary

This document reports on the research undertaken in the 'Indicators for Mapping and Profiling Internationalisation' project in order to create a comprehensive overview of indicators for internationalisation. It describes the first steps in developing a set of indicators and creating a toolbox for a.o. institutions to apply these indicators.

Higher Education Institutions increasingly operate in an international environment which demands the development of internationalisation strategies. In recent years, a shift has taken place from the internationalisation of specific core functions of an institution to the internationalisation of the institution as a whole, including its objectives. The internationalisation of the institution is reflected by the international character of its education and research, but also by the international nature of its funding base, its quality assurance system, its staff and student population, etc.

Internationalisation refers to the process of becoming international. Whereas 'Internationality' refers to how international a university is at a certain point in time (Brandenburg & Federkeil, 2007). Both concepts are valuable.

Three important interrelated developments are causes of the increased demand for better data on internationalisation and internationality.
1. With the shift from peripheral to mainstream activity, internationalisation has become a more complicated and more comprehensive process. One is not only demanding quantitative indicators for internationalisation, but the quality of internationalisation is gaining priority.
2. The emergence of an accountability culture in higher education based on evaluations.
3. Through increased global competition and the importance of rankings and league tables in higher education, institutions need indicators to profile themselves.

Measuring can be divided into three basic items: 1. knowing where your organisation stands (mapping) in terms of internationalisation 2. examining the value of the internationalisation efforts (evaluating) and 3. setting an organisational identity (profiling), showing both internal and external stakeholders the strengths and ambitions of your organisation from an internationalisation perspective.

Although internationalisation is considered to be of the utmost importance for increasing the quality of learning outcomes, employability, and for successful research, existing sets of indicators do not yet provide useful tools to measure and map internationalisation in an international comparative manner.

This report briefly addresses the methodology used in finding, selecting and analysing possible indicators for the toolbox. An overview is given of earlier projects and studies related to indicators for internationalisation world-wide to allow for a maximum of input. An overview of over thirty existing tools has been created and for all sets the leading organisation, the country and the year of publication were identified.

Many of these tools have been based on tools which had already been developed previously. Therefore, a selection of this list was used as input to set up the IMPI indicator list while others have been cross-checked for overlapping indicators. Selected were the tools

developed by CHE, Nuffic, the Flemish Bologna Experts, the IQRP, SIU and the DAAD. Inputs from Perspektywy, based on rankings, and Campus France derived from the Quality Charter for French Government Foreign Scholars have been added as well as input from the indicator set developed by ASCUN.

Other tools were studied more in depth for methodological purposes. An overview of important features of the indicator sets is given including elements (inputs, outputs & outcomes) of the internationalisation process, type of internationalisation activities-(e.g. strategy, teaching & curriculum, students, staff or research) they focus on. Second the, purpose (self evaluation, benchmarking, classification, ranking) of the indicator sets and the level (e.g. programme or institution) of assessment. Finally, the paper looks into the type of information (e.g. expert judgements and knowledge or stakeholder evaluations) that is necessary to measure the indicators and the way this data is collected (surveys, institutional data collection, peer reviews or panel visits or data collection from external databases like (inter)national statistical offices). In the end, institutions themselves are the key actors in collecting sufficient data to arrive at a thorough assessment of internationalisation activities.

Experiences from earlier projects of core partners as well as current initiatives like the Feasibility Study for the International Assessment of Higher Education Learning Outcomes (AHELO), the NVAO Internationalisation certificate, the U-map research project to develop a European Classification of Higher Education Institutions and the Erasmus Mobility Quality Tools (EMQT) project were incorporated. Each of these projects have to balance comprehensiveness with usability and flexibility, which is also one of the main challenges in the IMPI project.