

TOOLS TO ASSESS AND MONITOR INTERNATIONALIZATION

-IN HIGHER EDUCATION INSTITUTIONS-

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Three questions

- Why assess internationalization?
- What are the different approaches and tools being used around the world to assess internationalization
- What tools and approaches are most appropriate for your HEIs?

Questions for you

- What role do you play in your HEI?
- Does your HEI have an Internationalization Strategy ?
- Would you describe internationalization as main-streamed in your HEI?
- Does your HEI have an central international office and/or decentralized office within Faculties or both?
- Does your HEI currently have a monitoring and assessment plan for internationalization?
- Does your HEI have a quality assurance unit?

Outline of presentation



- What is internationalization
- Why assess internationalization?
- Major steps or approaches to evaluation
- Review of a evaluation tools developed and used in different countries of the world
- Small group exercise
- Report back
- Wrap-up

GLOBALIZATION

CATALYST



REACTOR



AGENT



INTERNATIONALIZATION

AT HOME

**ABROAD /
CROSSBORDER**

- curriculum, teaching / learning
- domestic students / faculty
- international student / scholars
- extracurricular activity
- research and innovation

- *people* – students, professors, researchers
- *programs*- twinning, joint/double, Moocs
- *providers*- branch campus, virtual
- *projects* - dev coop, research
- *policy*- QA, qual rec, credits

Working Definition

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- Internationalization is
 - the **process**
 - of **integrating**
 - an **international, intercultural and/or global** dimension
 - into the **purpose, functions (teaching, research, service) or delivery**
 - of **higher education**
 - at **institutional** and **national/system** levels

Rationales for Internationalization

HEIs need to know:

- Reasons, goals, expectations of internationalization

- In order to develop appropriate
 - ▣ policies,
 - ▣ structures,
 - ▣ activities,
 - ▣ expected outcomes and impact
 - ▣ monitoring and evaluation tools

- Fitness for purpose vs fitness of purpose

Why internationalize-1

□ Academic Reasons

- Improve quality of teaching/learning and curriculum;
- Diversify source of students, staff and faculty;
- Enhance research – both int topics and int partners

□ Social-Cultural reasons

- Develop intercultural understanding and competencies;
- Increase understanding of one's own and other's cultures

□ Economic Reasons

- Source of alternative income;
- Prepare students for labour market

Why internationalize -2

- Political Reasons
 - Increase world peace and understanding;
 - Strengthen geo-political status

- Branding
 - Increase reputation nationally, regionally, internationally;
 - Improve position in league tables or rankings

- Each HEI will have its own set of reasons depending on its mission and values -

“one size does not all”

Current Context

for assessment of Internationalization

- Internationalization is increasing in importance, diversity and complexity – both at home and abroad
- Competitiveness on the rise
- Accountability culture in HE is growing
- Importance and influence of Global rankings and branding

Why assess internationalization?

1. Part of review of overall institutional performance
2. Assess the effectiveness of an institution's int'l strategy or its components(policy, programs, services etc) to reach stated goals
3. Benchmark/ comparison with other institutions
4. Improve or redirect internationalization plans
5. Enhance internationalization's contribution to teaching/learning, research and innovation, service to society.
6. Accreditation, Profile, Ranking ?????

Not mutually exclusive

Diversity of terms

- Mapping
- Evaluation
- Audit
- Assessment
- Review
- Indicators
- Quality Assurance
- Quality Improvement
- Accreditation

Three approaches or steps

1. Mapping –

- **description** of what is happening at your institution in terms of internationalization -useful for both assessment and planning

2. Evaluating –

- **assessment** of the process (policies, programs, practices, outcomes) of internationalization
- **assessment** of results, outcomes, impact and contributions of internationalization

3. Improving-

- **enhancement** of internationalization process and contributions

Types of Tools

- Checklist
- Questionnaires /surveys
- Audit/Review –Internal and External Evaluation
- Benchmarking-
- Performance Indicators- outcomes based
- Accreditation/ certification

No ‘recipe’ or “one right approach” or “perfect tool’ for assessment of internationalization- depends on the purpose and scope of the assessment and the HEI

Examples of Different Tools from around the world -1

- **Internationalization Quality Review Process – IQRP**
 - ▣ OECD/ACA, Internal/External Evaluation, 1999

- **Internationalization Evaluation Criteria**
 - ▣ Japan, Set of Criteria/indicators, 2005

- **Internationalization Survey/checklist**
 - ▣ USA, ACE, checklist of elements, 2006

- **Mapping Internalization (MINT)**
 - ▣ Netherlands, NUFFIC, Self-evaluation, comparison, 2007

Examples continued.....2

- **Erasmus Mobility Quality Tools**
 - ▣ Europe, mobility only –students and staff, 2013

- **Indicator Toolbox for Mapping and Profiling (IMPI)**
 - ▣ Europe, comprehensive, Self evaluation 2012

- **Fee based review or consultation services**
 - ▣ German Rectors Association
 - ▣ International Association of Universities- ISAS
 - ▣ Dutch/German NVAO- Quality Certificate

Elaboration on several tools



- 1.0 Mapping –MINT (Netherlands)
- 2.0 Indicators- IMPI (European)
- 3.0 Checklist- ACE (American)
- 4.0 Institutional review/audit (Global)

1.0 MINT Mapping Internationalization-1

- Created by Dutch organization for international cooperation in higher education (NUFFIC)
- A questionnaire which includes a number of optional sections
 - Can be customized to priorities and context of each HEI
 - Questions focus first on goals and then on clusters of themed “internationalization activities”
- Compiles some data from all institutions- comparative
- Only available in the Netherlands
- Available online for free
- Website:
<https://www.epnuffic.nl/en/internationalisation/quality-assurance/mapping-internationalisation-mint>

MINT Elements – 2

1. Goals/rationales for internationalization- competencies, quality of curriculum and pedagogy, research, reputation
2. Activities-
 - Education as a foreign language,
 - Credit mobility
 - Recruitment of foreign student
 - Internationalization of the curriculum
 - Internationalization of the staff
 - International knowledge sharing
3. Support services for internationalization
4. Quality assurance and monitoring
5. Key data

2.0 IMPI -Indicators for Mapping and Planning Internationalisation

- Created by a consortium and funded by the European Commission
- A list of indicators covering a number of elements
 - ▣ Can be customized to priorities and context of HEI
- Compiles data from all participating institutions
- Available online for free
- Website: <http://www.impi-project.eu/>

IMPI Elements - 2

| Element | Indicators |
|---------------------------------------|------------|
| 1. Students | 114 |
| 2. Staff | 91 |
| 3. Administration | 37 |
| 4. Funding and Finance | 40 |
| 5. Curriculum and Academic Services | 98 |
| 6. Research and Researchers | 66 |
| 7. Promotion and Marketing | 21 |
| 8. Services to International Students | 56 |
| | 523 |

Primarily descriptive, quantitative- policy or process??

3.0 ACE -Checklist/mapping

- ❑ Created American Council on Education (ACE)
- ❑ “Tool” is a short survey of 12 questions on 6 topics
- ❑ gives instant results in charts; compares all who have responded (type of benchmarking)
- ❑ Indicates existence of the internationally-focused activities and policies conducted at the HEI – does not assess per se
- ❑ Free and available online
- ❑ Website: <http://www.acenet.edu/news-room/Pages/Mapping-Tool.aspx>

ACE- Elements

- 1. Institutional commitment (plan and policies)
- 2. Administrative structures and staff
- 3. Curriculum, co-curriculum, learning outcomes
- 4. Faculty policies
- 5. Student Mobility
- 6. Collaboration and Partnerships

Institutional Review/Audit

Two Parts - Internal self-assessment team
- External peer review team

- Purpose of review
- Scope of review (policies, structures, resources, programs, activities, outcomes, monitoring)
- Who manages/guides the process
- Who are the members of the self-assessment team
- What tools will be used and who will be consulted
- Who are the members of the external assessment team
- Who acts/ monitors on the report recommendations

Elements

- Institutional planning, policy, management
 - ▣ Mission, strategy and policies
 - ▣ Organization and operation
 - ▣ Management /decision making
 - ▣ Financial support and allocation of resources
 - ▣ Human Resources
 - ▣ Monitoring and Review

- Internationalization programs and activities
 - ▣ curriculum, research, study abroad, international students, TNE, institutional agreements, faculty exchange, collaborative projects..

- Impact of internationalization
 - ▣ Results, outcomes- ie student and staff competencies, improved curriculum, stronger research capacity, revenue generation, profile

External review and Consultation Services

- Fee based
- National/International organizations
- Different approaches
 - Consultation/advice
 - Self evaluation- external peer evaluation
 - Part of accreditation or certification process

“Designation of Distinctive Quality Feature” of Internationalization -NVAO

- NVAO-a Dutch accreditation org that awards two “international” designations to institutions
 - ▣ **“Distinctive quality feature internationalization of program ”**
and
 - ▣ **“Distinctive feature institutional internationalization”**
- Uses two assessment frameworks
- includes a “critical reflection” and visit from a panel with at least two international experts
- Fee based
- Website:
http://nvaio.com/distinctive_quality_feature_internationalisation

International Strategies Advisory Service -IAU

- Created by International Association of Universities (IAU)
- International consultancy team to assess institution's internationalization with
 - ▣ Initial visit
 - ▣ Monthly phone calls with the chair
 - ▣ Visit by a panel of experts
 - ▣ Report of panel's findings
- Assesses areas of internationalization only
- Prices: €25,000 depending on the development index of country; travel and expenses are extra
- Website: <http://www.iau-aiu.net/content/internationalization-strategies-advisory-service-isas>

Internationalisation Audit- HRK

- Created by HRK German Rectors' Conference
- Part of national strategy to improve internationalization
- Includes self-assessment and external review team
- Helps HEIs develop strategic and sustainable approach to internationalization
- Includes follow-up monitoring “re-audit” phase
- Website: <http://www.hrk.de/activities/audit-internationalisation/>
- Great potential for national University Associations

Group Work

- Each group has different scenario and questions
- 30 minutes discussion
- 3 major points for each question on flip chart paper
- 3-5 minutes report back in plenary
- Each group appoints a facilitator and rappator and time keeper!

Review of presentation

- What is internationalization
- Why assess internationalization?
- Major steps or approaches to evaluation
- Review of a Evaluation tools developed and used in different countries of the world
- Elements to be included in assessment
- Who is involved in assessment exercises
- Who is responsible for acting on and monitoring recommendations



Thank you
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