



Measuring internationalisation myths, pitfalls and opportunities

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Internationalisation

- No goal in itself but effective instrument to achieve other goals
- can enhance education, research, civic engagement etc.

Measuring Internationalisation

- So far too many assumptions made, to few things proved: *we claim but we do not know!*
- Satisfaction surveys dominate next to input measurement
- Outcome (impact) is not measured yet

- last two decades: concept of the internationalization moved from fringe to core of institutional agenda
- The problem of terminology: good cop/ bad cop or the artificial antagonism between internationalisation and globalisation
- Effects:
 - tends to become a ***conditio sine qua non***
 - creates an atmosphere of high risk of lip service and “give to the emperor...”

The “classical notion of internationalisation”: moved from innovation to tradition

- This largely affects the traditional ideas of cooperativeness and exchange
- Myth 1: “mobility is good in itself”
- Myth 2: “Internationalisation is a goal in itself”
- Myth 3: “We all internationalise for altruistic reasons”
- Myth 4: “If we start to criticize we endanger the whole idea”

- Effects:
 - Little self-reflection
 - Tendency to perpetuate the status quo

Setting the scene...

The reality of internationalisation: move from homogeneous approach (largely cooperative/exchange) to heterogeneous approaches

- cooperate vs competitive
- exchange vs. recruitment
- public good vs private good)

- Effects:
 - We do what we claim not to do
 - We do not do what we claim to do

Modern Fairy Tale: The Emperor's new clothes

CHE

...but there is nothing behind it!

Ah... he is wearing the true values of internationalisation



Adapted from: http://de.toonpool.com/user/43/files/des_kaisers_neue_kleider_262355.jpg

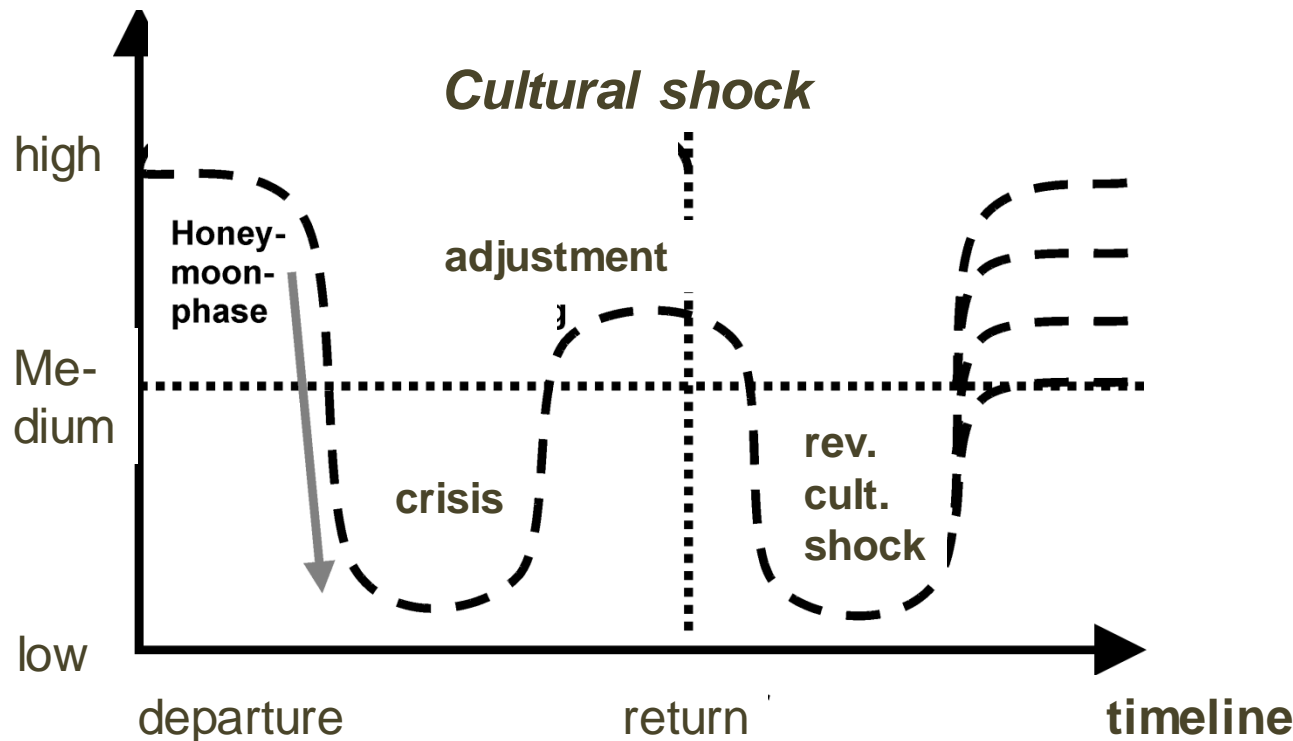
Short-phase mobility and cultural shock

satisfaction

➤ 5 phases:

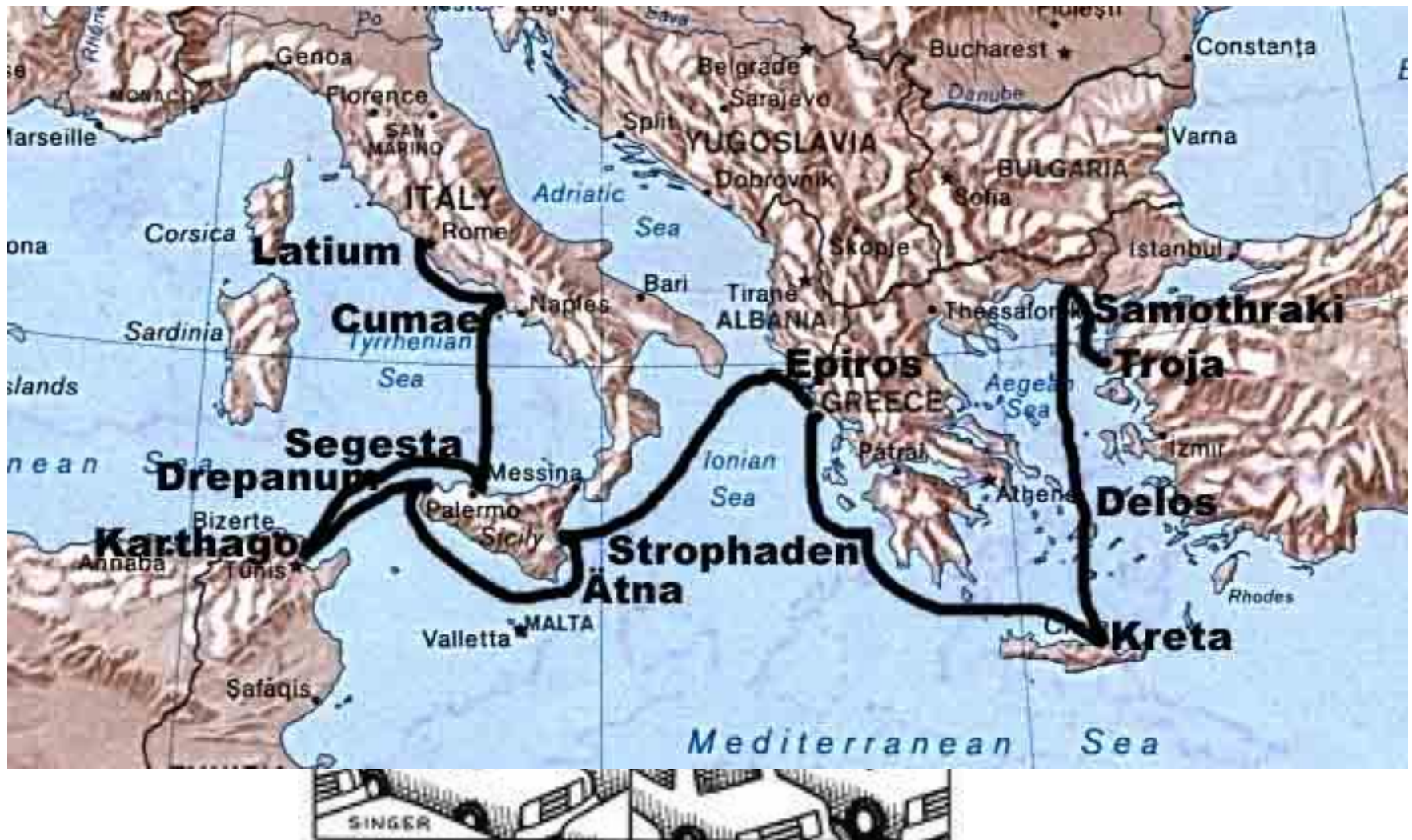
- Honeymoon: in the first three months
- Negotiation: in the second three months (this is where the first cultural shock takes place)
- Adjustment phase: 6-12 months
- Mastery phase: 7- months
- Reverse cultural shock: after return

See: <http://www.answers.com/topic/culture-shock>



- with the move from 5 yrs to 3+2, mobility phases in Bachelor programmes shorten from 7-12 months to probably 3-5 months
- In general: more mobility comes usually with shorter periods
- **Thus: most students will leave before the adjustment phase!**

“Mobility is good in itself”?



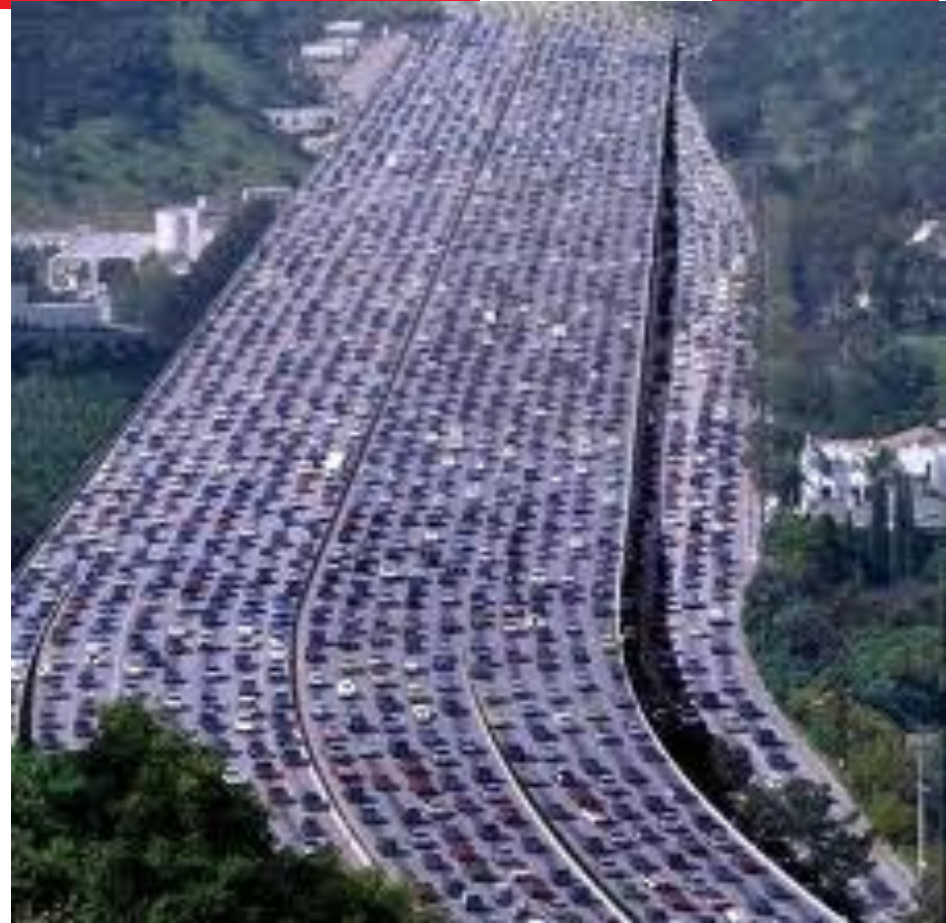
- 66% of EU students receive recognition of ECTS credits (Prime report)
- Statement of a representative of a known German university in an open seminar: “you do not really mean that we should grant credits for all the things student put in their Learning Agreement, do you?”
- Young researchers: “Highly complex nature of pensions coupled with general lack of awareness makes it difficult for people to make informed decisions about mobility and pensions.” (Ackers, 2008)

Recruitment is good?

“getting the best brains in large numbers is good in itself”:

- 66% of international students in engineering in Germany do not graduate (*cum grano salis* analysis of CHE Consult 2011)
- IDP Australia stated problems such as: “questionable provider standards in the private and the public sector; an overwhelming concentration of international students in business and management; the quality of students' English language skills; accusations of soft marking; and incidences of fraudulent behaviour by students and staff” (see: <http://www.theaustralian.com.au/higher-education/slump-in-chinese-students-begins/story-e6frgcjx-1226049380064>)

“More is better”?



Current believe in numbers...

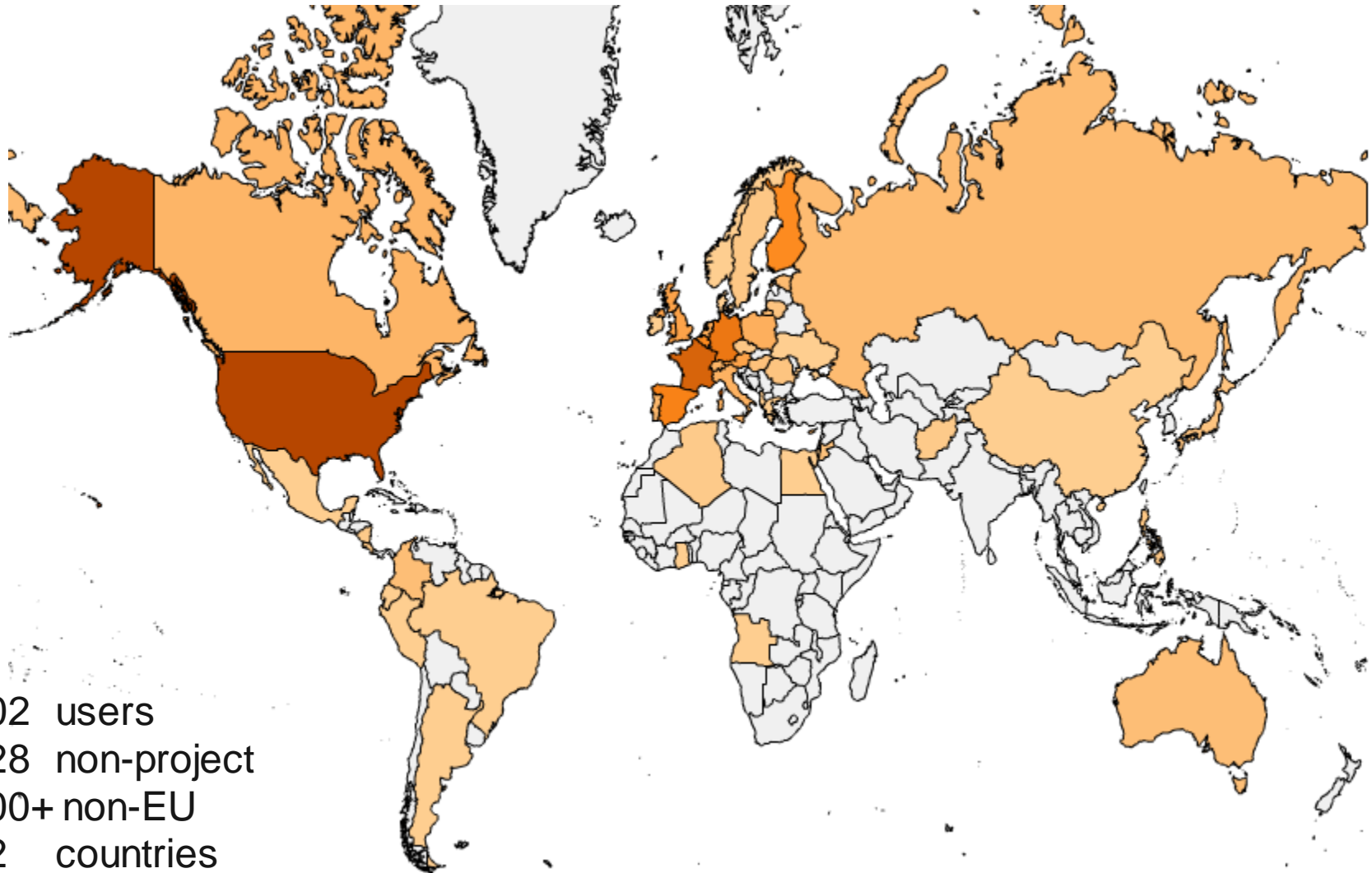
What is the value of:

- Number of partnerships if: *nothing happens?*
- % of international students if: *they do not feel integrated, are ill-prepared, fail, ...?*
- % of outgoing students if: *they come back during cultural shock, do not get recognition, do not acquire intercultural things, ...?*
- Being an international university if: *this is lip service, the institution does not know about the effects of any internationalisation activity, ...?*

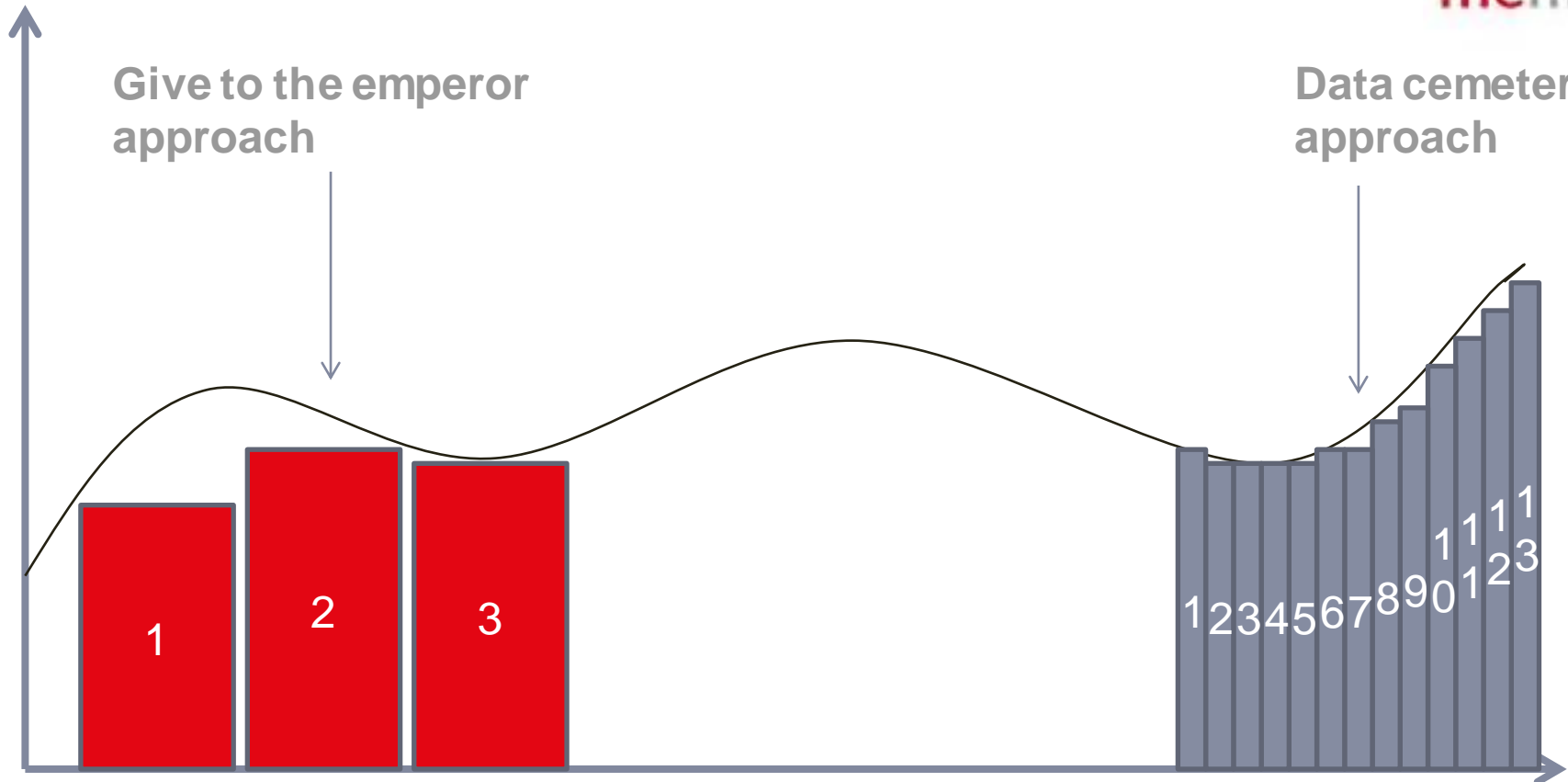
What is needed...

- First strategic goals, embeddedness in overall strategy; then indicators
- Easy indicators have little meaning
- only meaningful when combined with other resources
- No definitive answers with regard to “success” or “failure”
- provides framework for collecting data
- effective use of the toolbox requires reflection, dialogue, and analysis

Distribution of IMPI users by country of origin (Autumn 2012)



Outcome cannot be measured by output indicators but just approximated...



The most important problems

- Current indicator-based evaluation/assessment of internationalisation often only measures input
- Sometimes it measures output
- None so far measures outcome
- group (anonymously of course)?

The most important problems

Usual problem	Example from ESF project
No balance between input and output indicators	Funding agencies: 4 input / 6 output (not 8 as stated but 10 indicators) Research performing organisations: 4 input / 5 output
Preciseness of indicator	Number of researchers (head count) whose mobility has been funded (incoming and outgoing)
Size-dependence	Budget and share of total direct research funding Budget
Outcome missing	Share of funded patents with an inventor from Abroad
Either too few or too many indicators	17 indicators overall



MEMO©

Monitoring Exchange Mobility

Outcomes

Uwe Brandenburg | CHE Consult GmbH

CGU Annual conference, Oulu / Finland, September 2012

The structure of MEMO

- Measuring Exchange mobility outcome
- Combined sociometric, satisfaction and psychometric tool

Sociometrics
*Diversity of
outgoing cohort*

Perceptions
*Quality of services,
international
orientation*

**Psycho-
metrics**
*Change of
attitudes*

Do you want to know ...

- whom you send abroad?
- what effect these stays have on the people?
- where your students develop more, where less?
- how you perform against your peers worldwide or in a group (anonymously of course)?

memo[®] has the answers ...

Who participates ...

- 30+ HEIs from around the world
- 15 countries
- All continents: Europe, (North) America, Asia, Africa, Australia
- All types: from large comprehensive over small private universities to universities of applied sciences

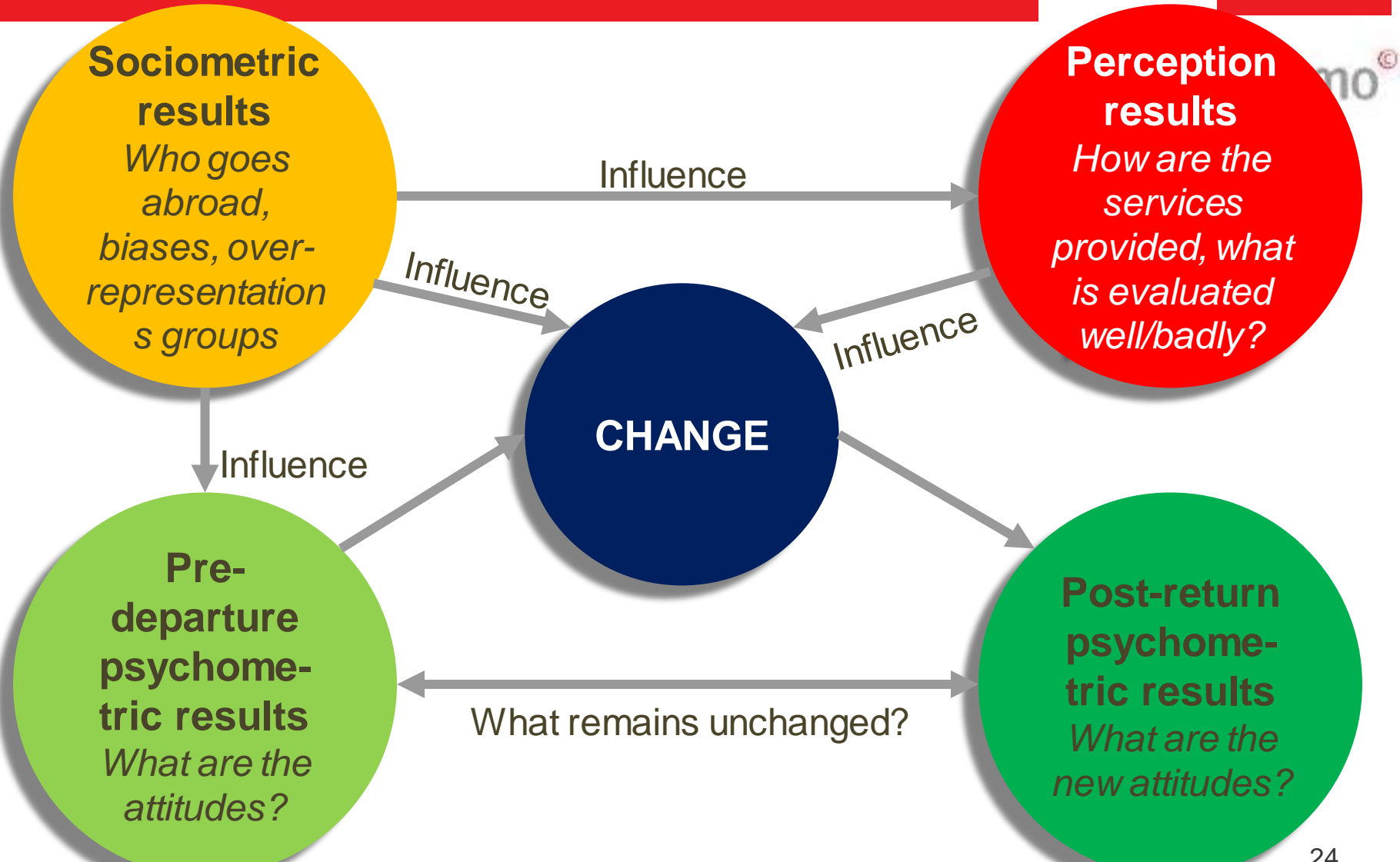
What it does...

- **Measuring the effects of stays abroad**
 - on how the academic requirements of a degree are handled
 - on how the social requirements of a degree are handled
 - on the work-related competence for international cooperation
 - on the development of personal competencies
- **...while considering the following general conditions:**
 - the determining factor are successful studies (in their widest possible definition)
 - existing or, rather, gained cultural, social and financial capital of the students
 - usage of the support services of the university
 - as university government information tool, wherefore the aggregated evaluation relates to groups

How it functions...

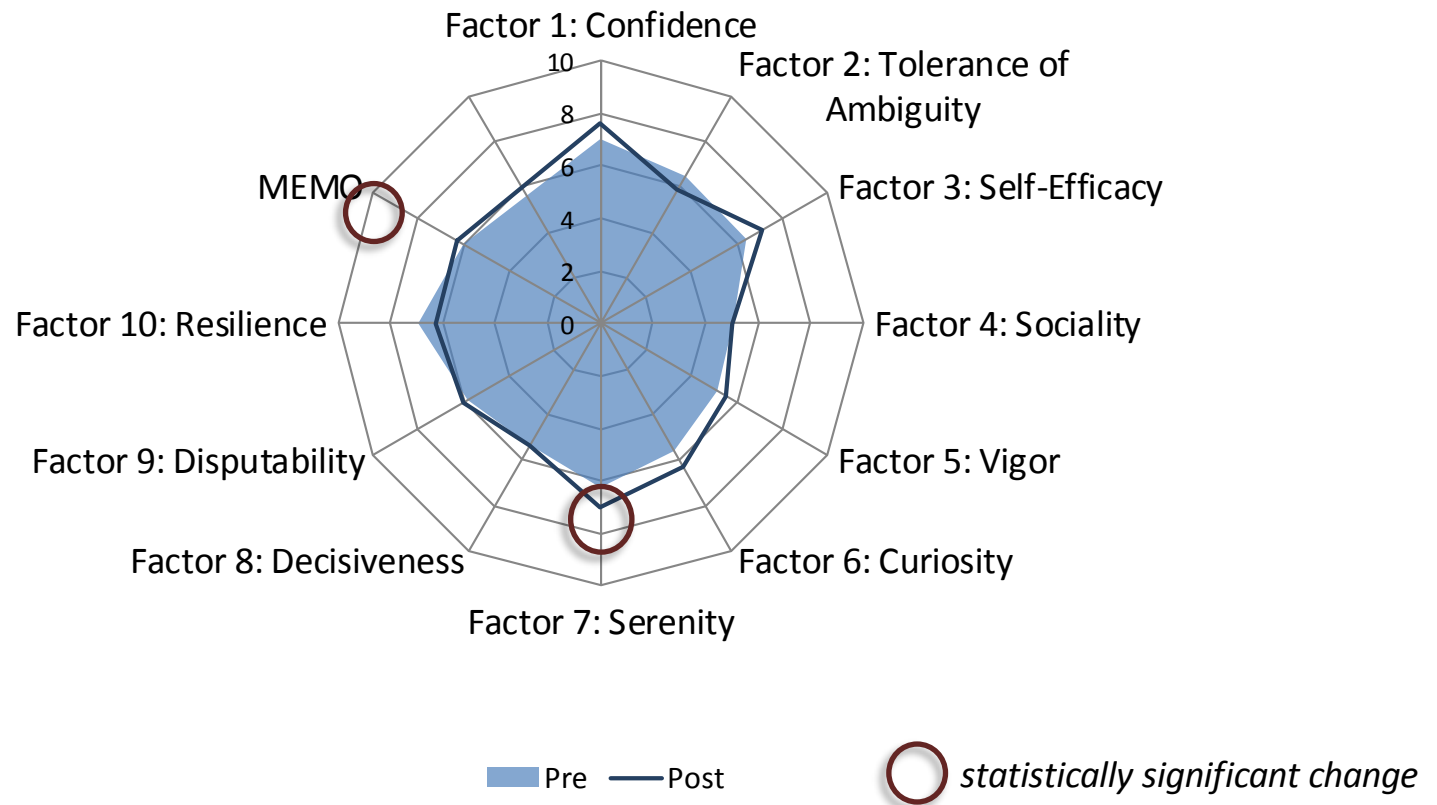
- 1. Status-Analysis:** Survey **previous** to the stay abroad (approx. 4 weeks previous to the departure)
 - aspects of the stay abroad (duration, destination, etc.), social background
 - experiences to date in relation to internationalisation, interculturalism
 - attitude and behaviour while studying
 - Usage of support from the university
- 2. Change-Analysis:** Survey **after** the stay abroad (at the latest 3 weeks after the return)
 - Attitude and behaviour while studying
 - concrete experiences with the host university

What it produces...



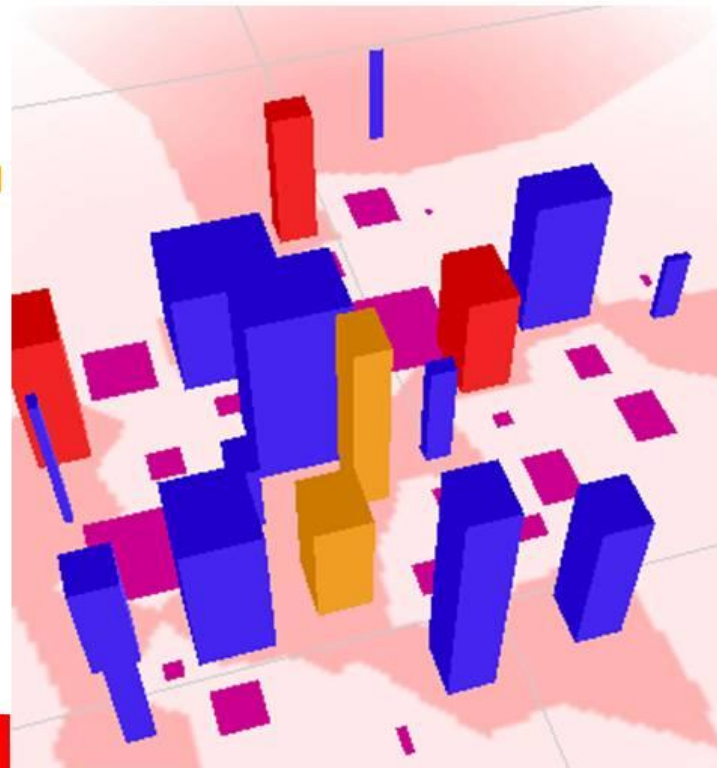
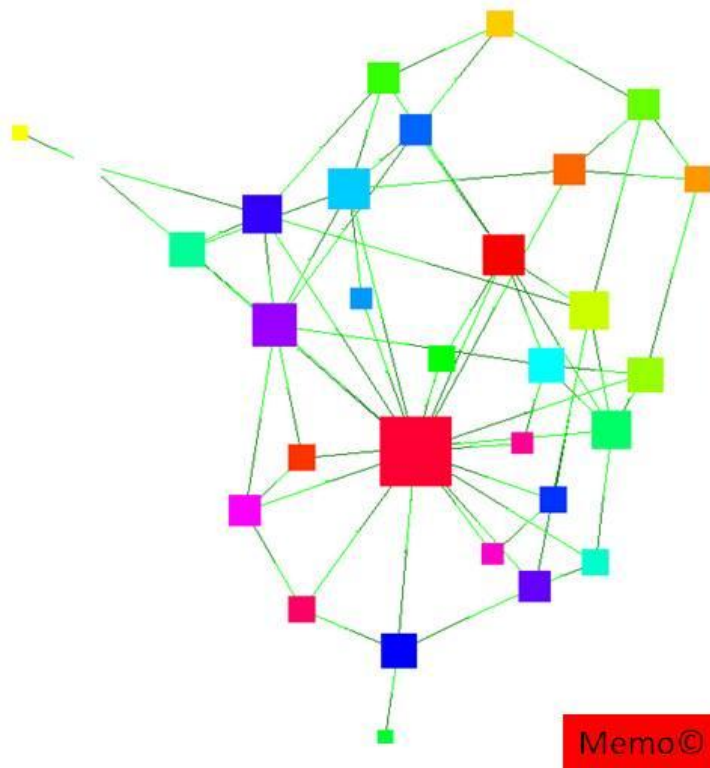
Male students show development, but they...

Male students: change



You could also analysis your entire network...

Two Analyses of Networks of Uni A



EU Tender

- Measuring the effects of ERASMUS mobility (students and staff)
- CHE Consult consortium won (Partners: BES, Compostela Group, Erasmus Student Network, CHE Concept)
- 1,5 yr project
- Is based on memo[®]

Where do I find more information?

www.impi-project.eu

www.memo-tool.net