HOW INTERNATIONAL IS YOUR INSTITUTION?:
Assessing a university’s international dimension

Gerald W. Fry/Cristina Grasset/R. Michael Paige
A multiple case study: Why universities want to expand their international dimension and how they go about doing it?

PHASES:
- Descriptive (qualitative and quantitative)
- Data analysis
- Comparative

Internationalization used as a measure of quality and competitiveness in a global higher education market (de Wit, 2009; Jang, 2009; Knight & de Wit, 1999)

Relevance/advantages of a quantitative internationalization index
- External: Comparative (rankings) / Accountability (stakeholders)
- Internal: Continuous Assessment / To improve you have to measure (Lopez de Silanes, 2013)
SELECTING A METHOD TO PRODUCE A QUANTITATIVE INDEX

- “The clever use of performance indicators .... a few, relevant, and easily measurable – with small margins of error – indicators are much better” (Tarrach, et al., 2011, p. 44)

- Universal & transferable indicators, weighted/rated, easily measurable

- Empirical vs. theoretical method

- Simple (to be employed by “small” international offices)
MEASURING INTERNATIONALIZATION: REVIEW OF EXISTING METHODS

- Internationalization of **transnational corporations**
  - In the 80s and 90s uni-dimensional indexes (Dunning and Pearce, 1981; Dunning, 1996)
  - Sullivan (1994) composite five-dimensional index

- Internationalization of **institutions of higher education**
  - Internationalization of Higher Education: Performance Assessment and Indicators (Paige, 2005)
  - Indicators for Mapping and Profiling Internationalisation (Brandenburg and Federkeil’s, 2007) / IMPI
  - Horn, Hendel, and Fry (2007)
WHY THE HORN, HENDEL, AND FRY METHOD?

ADVANTAGES

- Universal indicators
- Based on systems perspective
- Already applied / empirical evidence
- Easy to use (manageable by medium and small international offices)

DISADVANTAGE

- Developed for a US context (needs to be adapted to the EHEA)
RANKING THE INTERNATIONAL DIMENSIONS OF TOP RESEARCH UNIVERSITIES IN THE US

- Data were collected from **publicly available sources** for **19 indicators** of internationalization.

- 5 categories: student characteristics, scholar characteristics, research orientation, curricular content, and organizational support.

- Data were standardized, weighted by a panel of experts, and summed to yield an overall internationalization index score for each institution.

- Used index scores to rank the 77 institutions.

- IT WORKED.
ADAPTING THE HORN, HENDEL, AND FRY METHOD TO THE SPANISH HIGHER EDUCATION CONTEXT

- Support structure
  - International education associations
  - Education abroad experts

- Identified & eliminated/adapted 4 indicators which do not exist outside the US (in the European Higher Education Area)

- Had the remaining 15 indicators weighted (by education abroad experts)

- Gathered data at Spanish institutions (4), to produce their composite internationalization index

- Used the index to enhance descriptions, for comparing/contrasting, and to triangulate findings

- IT WORKED
1. Percentage of international students on campus
2. Number of Marshall and Rhodes scholars
3. Number of student Fulbright Fellows
4. Number of Peace Corps volunteers
5. Percentage of study abroad participants
6. Percentage of foreign language graduates

7. Number of faculty who have been Fulbright scholars
8. Number of Fulbright scholars from other countries
9. Percentage of international faculty, instructors, and research associates on campus

10. Number of Title VI centers
11. Number of Ford Foundation grants
12. Number of FIPSE international education grants
13. Number of centers focused on international research

14. Number of Least Commonly Taught Languages (LCTL)
15. Language requirements for the bachelor’s degree
16. Bachelor’s degrees requiring an international perspective

17. Visibility of international content on an institution’s website
18. Presence of a senior administrator for international activities
19. Number of books in the library’s international collection
1. Percentage of international students on campus
2. Number of Marshall and Rhodes scholars
3. Number of student Fulbright Fellows
4. Number of Peace Corps volunteers
5. Percentage of study abroad participants
6. Percentage of foreign language graduates

7. Number of faculty who have been Fulbright or ERASMUS scholars
8. Number of Fulbright or ERASMUS scholars from other countries
9. Percentage of international faculty, instructors, and research associates on campus

10. Number of Title VI centers
11. Number of Ford Foundation grants
12. Number of FIPSE or Atlantis international education grants
13. Number of centers focused on international research

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WEIGHTING THE SPAIN-APPLICABLE INDICATORS (step 2)

- Weighting process by international education experts (Spain)
- Define relevance of indicators (15) in Spanish higher education context
- Two versions:
  - Horn, Hendel and Fry (2007)/ US
  - Adapted version for Spain / EHEA
## Indicators, Values and Weights (US)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Value</th>
<th>M Weight</th>
<th>Weighted Value</th>
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<tbody>
<tr>
<td>1. Percentage of international students on campus</td>
<td>4.63</td>
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<tr>
<td>2. Number of Marshall and Rhodes scholars</td>
<td>1.25</td>
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<td>3. Number of student Fulbright Fellows</td>
<td>1.75</td>
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<td>4. Number of Peace Corps volunteers</td>
<td>1.88</td>
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<td>5. Percentage of study abroad participants</td>
<td>8.00</td>
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<tr>
<td>6. Percentage of foreign language graduates</td>
<td>2.88</td>
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<td>7. Number of faculty who have been Fulbright scholars</td>
<td>6.63</td>
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<td>8. Number of Fulbright scholars from other countries</td>
<td>3.50</td>
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<td>9. Percentage of international faculty, instructors, and research associates on campus</td>
<td>9.50</td>
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<td>10. Number of Title VI centers</td>
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<td>11. Number of Ford Foundation grants</td>
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<td>12. Number of FIPSE international education grants</td>
<td>2.80</td>
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<td>13. Number of centers focused on international research</td>
<td>5.13</td>
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<tr>
<td>14. Number of Least Commonly Taught Languages (LCTL)</td>
<td>7.38</td>
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<td>WEIGHTED VALUE</td>
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<td>8. Number of FIPSE international education grants / Atlantis Program Grants</td>
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<td>9. Number of campus centers focused on international research, and CEI Campuses/Centers</td>
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WHAT ARE WE DOING WITH THIS?

USED FOR SELF ASSESSMENT
- Continuous internal/ institutional assessment
- Raise awareness on relevant areas (systems perspective)
- Advocacy for strategies, policies, and allocation of resources

USED FOR RANKINGS / COMPARISONS
- But, this requires additional work to be completed (e.g., standardized scores for all institutions)

Internationalization Indexes

![Graph comparing Internationalization Indexes for different types of institutions: Large private U., Large public U., Small public school, Small private U.](chart)
CONCLUSIONS

- There are fairly universal indicators that can be used to produce a quantitative measure of internationalization
- Their weight/relevance is specific to each world region
- This method is already being used by several universities

SUGGESTIONS

- Measure to improve
- Let’s rank ourselves before other people rank us
  Thank you!
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