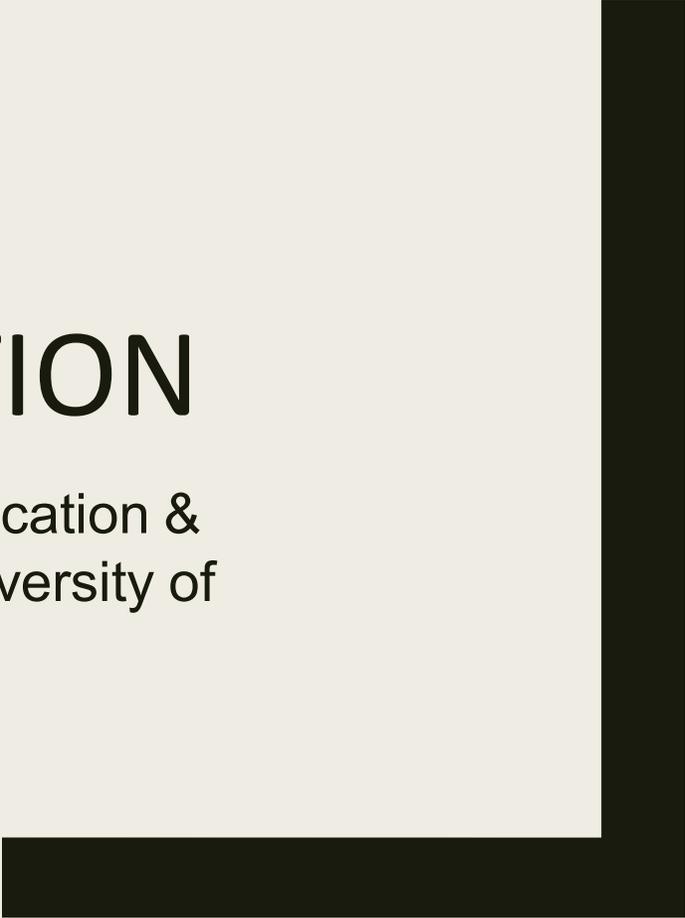# MEASURING INTERNATIONALIZATION

Karin Fischer, The Chronicle of Higher Education & Center for Studies in Higher Education, University of California at Berkeley

A Move Toward Measurement

- Reflects mainstreaming of internationalization as institutional goal and mission

- Parallels growth of international offices and establishment of senior international officer as administrative appointment

- Needed as universities' international activities multiply, especially at large research universities

- Is part of era of accountability

- What gets measured = what counts

Challenges to Measuring International Activity

- Institutional siloes, especially at large research universities

- Who owns what data

- Who convenes – and who sustains

- How much to measure, and can you measure too much

- What to measure: inputs, outputs, outcomes

Global Efforts to Measure Internationalization

- International Quality Review Process in mid 1990s in Europe: self assessment tool for institutions review goals, assess strategies, and include internationalization as part of overall quality assurance

- German Ministry of Higher Education and Research

- European Union

- International Association of Universities

- American Council on Education's Internationalization Laboratory and Mapping survey

- Internationalization in global university rankings

What Gets Measured

- International partnerships and collaborations
- Teaching and curriculum
- Research
- Budget
- Co-curriculum, campus life
- In-bound and out-bound mobility
- Faculty participation in international activities
- Staffing and leadership structures
- Global learning outcomes

Figure 1. Sample Goals and Measures

Goal	Sample Inputs	Sample Outputs	Sample Outcomes
Strengthen international and global dimensions of the curriculum	• Number of courses with an international/global focus; • Number and range of foreign language courses; • Number and proportion of faculty with international experience or expertise; • Number of joint or dual degree programs; • Number of courses offered in cooperation with an international partner through technology.	• Number and proportion of students enrolled in courses with international/global focus; • Number and proportion of students enrolled in language courses at various levels; • Number and proportion of students majoring in programs with an international/global focus.	• Demonstrated specific student learning outcomes as evidenced by portfolios, intercultural competency inventories; • Demonstrated language proficiency; • Career choices or volunteer engagement of graduates.
Enhance the quality of research and increase knowledge production	• Number of faculty/researchers with international experience, expertise; • Amount of funding for international cooperation in research; • Amount of funding from international sponsors; • Number of research projects with international partners.	• Number of publications per faculty co-authored with international partners; • Number of international conference presentations per faculty members.	• Awards, prizes, recognition, rankings of institutional international activity; • Growth in institution's income from commercial applications; • Contribution to solving local or global problems.
Enhance the international competence and experience of faculty and staff	• Number and proportion of faculty and staff with international experience and expertise; • Number and proportion of faculty and staff educated outside the United States; • Number and proportion of faculty who are multi-lingual.	• Growth in number and proportion of faculty engaged in international cooperation for teaching and/or research; • Growth in number and proportion of staff engaged with partner institutions; • Increase in number of courses with international/global focus.	• Enhanced reputation and recognition for the institution's international character and work • Increased student interest in international programs and activities as evidenced by course enrollment patterns, choices of majors.

(Based on Hudzik and Stohl (2009) and Brandenburg and Federkeil (2007).

Ongoing Challenges to Measuring Internationalization

- Finding metrics that are effective and accurate – vs. mushy surveys

- Siloes and what slips through the cracks – ex., problems with IIE data on graduate students' international activity

- Need for consistency vs. need for change

- Is there still momentum behind internationalization?

- Do more comprehensive institutional portraits give a true picture of what's going on nationally?