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FORUM

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Discussing international education

DATA
IN INTERNATIONALISATION

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PO Box 11189, 1001 GD Amsterdam, The Netherlands
TEL +31-20-344 51 00, FAX +31-20-344 51 19
E-MAIL info@eaie.org, www.eaie.org

Editor Laura Rumbley
Publications Committee Laura Rumbley *(Chair)*, Jill Archer, Irina Ferencz, Marit Egner, Elise Kuurstra

Marketing & Communications Manager Elise Kuurstra
Editorial Coordinator Laura Mesquita
Graphic Designer Kelly Sue Cram

E-MAIL publications@eaie.org

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MAPPING OUT INTERNATIONALISATION WITH TRAVEL DATA

EDITORIAL

Data. Who knew that four little letters could mean so much? But in today's world – where so much hangs on matters of strategic planning and evidenced-based decision-making, where 'big data' can illuminate key insights into human behaviour and interactions, and where national wealth and well-being are predicated on developing and sustaining a 'knowledge-based' economy – data matter immensely. But, how do they matter with respect to internationalisation?

In the field of international education, we frontline practitioners hold faith in the immense value delivered by our international mobility programmes, curricular efforts to internationalise, and cross-border partnerships. Yet, when pushed to show real evidence of tangible results, we may find ourselves on less certain ground. This issue of *Forum* takes on a tour of perspectives of how data in relation to our work can be collected, how it can be used to inform better understanding of the real strengths and weaknesses of our work, and how it can be leveraged to advance purposeful and effective strategies for internationalisation that serve our institutions well.

Several of our contributing authors treat us to explorations of the way in which the student perspective can be explored and understood through meaningful data collection and analysis. Here, there are important implications for good practice, touching on such issues as how we think about smart, strategic international student recruitment; how we ensure fair access for all students (notably including those with disabilities) to our internationally-oriented programmes; how we gauge the quality of student support and student services; and how we manage effective longer-term alumni engagement.

We are also given insights into experiences in evaluating and assessing distinct units, such as international liaison offices, and key initiatives, such as joint degree programme. And we are provided food for thought with respect to how data, collected from a range of sources, can inform broader strategic planning efforts at our institutions.

Finally, we have also endeavoured to offer readers several different views on how larger data sets – from international organisations and multinational programme such as Erasmus+ – can be useful at a more 'local' level, *ie* providing information on 'bigger picture' trends and developments that can have a direct impact on our work.

Some years ago, a colleague introduced me to the following insight, which has been dear to my heart ever since: *"A person without data is a person with an opinion"*. To be sure, our opinions and feelings about our work in international education are immensely important. But, collecting and carefully analysing robust and relevant quantitative and qualitative data on international education can make an enormous difference in helping to assure that our intuitions are situated on firmer ground.

—***Laura Rumbley***, Editor
publications@eaie.org

CONTRIBUTORS

Runa Gudmarsdottir
Policy Officer, European Commission, Belgium

Runa is a keen knitter. When she isn't weaving through the complexities of Erasmus+ and intra-European mobility at work, she can be found weaving some yarn with a nice cup of tea.

Daphne Scherer
Policy Officer, European Commission, Belgium

Daphne has a lot of international experience under her belt, which is ideal both professionally and for her highly international coffee mug collection – featuring one mug per country visited!

Daan Huberts
Researcher and Data-analyst at EP-Nuffic, the Netherlands

A data analyst and speaker of Dutch, English, German and French, Daan is living proof that just because someone is great with numbers it doesn't mean they can't thrive in languages.

Arturo Segura
Associate Director of International Relations and Partnerships, University of Regina, Canada

In an interesting turn of events, Arturo was an international student at the University of Regina himself before joining the international office team.

Livia Castellanos
Executive Director, UR International Chief, International Office, University of Regina, Canada

Livia was one of just five in Canada to be awarded the USA government's International Visitor Leadership Program award. As a result, she got to visit the White House and meet Michelle Obama!

Veronika Norvaisaite
Researcher & Social Media Strategist at Expertise in Labour Mobility, the Netherlands

At work, Veronika juggles research, writing and presenting on current issues in higher education. She takes a break from her active professional life by getting even more active – at weekly Hip Hop dance classes.

Nannette Ripmeester
Director, Expertise in Labour Mobility, the Netherlands

Nannette is an expert on bridging the gap between education and the labour market. Having just purchased a racing bike, however, she's now looking to move beyond metaphorical bridges.

Gretchen Dobson
Global strategist, Dobson LLC

Gretchen is something of an alumni relations guru, having recently edited and written for the EAIE *Occasional Paper 24* on the topic. But that's hardly her only expertise: Gretchen is also a passionate cook!

Michele Scheib
National Clearinghouse on Disability and Exchange Project Specialist, Mobility International USA, USA

As a student, Michele volunteered as a teacher in Kenya. Experiencing the power of intercultural understanding first hand is what led her to work in internationalisation.

Irina Ferencz
Deputy Director, Academic Cooperation Association, Belgium

Irina is the newest member of the EAIE's Publications Committee!

Charles Mathies
Senior Expert, Division of Strategic Planning and Development, University of Jyväskylä, Finland

In the 12 years that Charles has been active in the field of data analysis, he has taken particular joy in being able to work with internationally-minded offices and people.

Matt Greig
International Officer, Uppsala University, Sweden

Matt started his career working in international mobility and has personally studied in both Sweden and Australia. His secret talent? He can scream into the mic like Guns N' Roses' Axl Rose.

David Glowsky
Strategy Officer, International Strategy Office, Humboldt-Universität zu Berlin, Germany

David is so passionate about mainstreaming internationalisation that he now heads a project to translate all documents at his institution into English and to provide an English language course for all staff.

Kalle Hauss
Program Manager, International Network University, Freie Universität Berlin, Germany

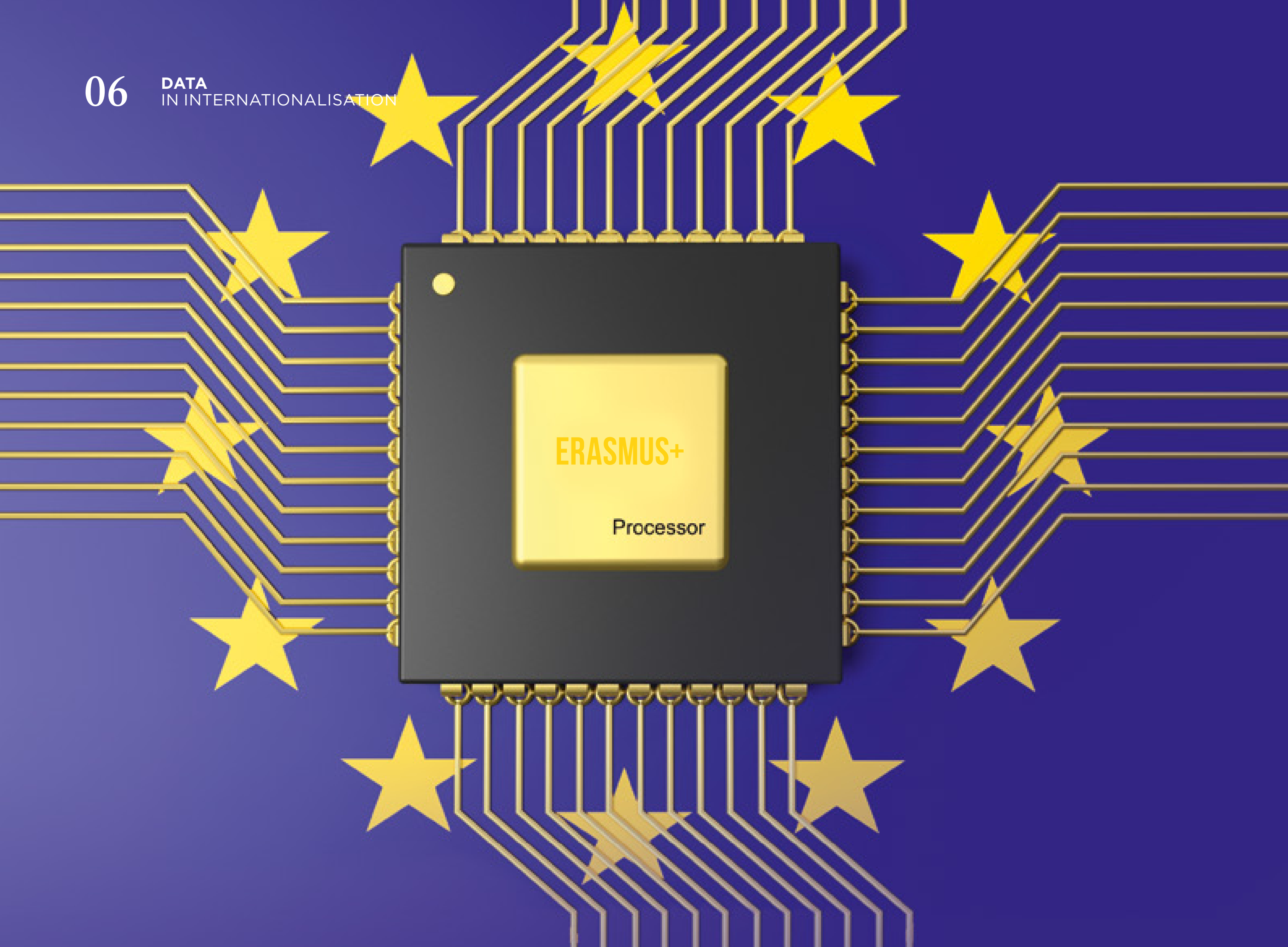
Kalle has a lot of personal experience as an international student, having studied in Germany, the UK and Spain.

Britta Piel
Head of Funding and Liaison Offices, Center for International Cooperation, Freie Universität Berlin, Germany

When Britta isn't pushing the internationalisation agenda, she can be found clowning around – literally, as she is currently being trained in the art of clowning!

Paul Leys
Policy Advisor, Ghent University, Belgium

Paul, or 'the data wizard' as he's known around the office, likes to unwind from a data-intensive day at work by playing indoor football or going for a bike ride.



DATA IN ERASMUS+

Erasmus+, the renewed edition of the world's largest student exchange programme, has a new approach to measuring quality and impact. Analysis of the direct feedback from more than 200,000 Erasmus+ students and 40,000 staff is a goldmine at all levels – European, national and institutional – when it comes to evaluating the success of implementation and areas that still need to be improved. The only question is how institutions can use participants' feedback to improve their internationalisation strategy.

Photo: Gts (shutterstock)

In an increasingly competitive and globalised world, internationalisation is key to ensuring the relevance of higher education and equipping students with the skills and competences they need to succeed in the labour market and society in general. With Erasmus+, the European Union aimed at increasing the accessibility, quality and impact of student and staff mobility. Several measures were taken to bring down common linguistic, socio-economic, geographic and disability-related barriers to mobility from the past. Preparation was placed at the core in order to ensure that students' learning outcomes were fully recognised.

To measure the progress made towards these objectives, a number of monitoring methods have been put in place, making use of feedback from participating students and staff, linguistic assessments and feedback on the Online Linguistic Support system, reports by participating institutions, yearly reports by the National Agencies, and empirical research. This article takes a closer look at two data collection methods in particular: participant feedback and empirical research.

PARTICIPANT FEEDBACK

With the launch of Erasmus+, standardised and systematic collection of participant feedback became possible for the first time. Everyone who goes abroad to study, teach or train is required to fill out a survey at the end of their exchange. This data collection covers different aspects of their international experience, such as quality of the mobility, recognition of learning outcomes, personal development, career prospects, practical and organisational arrangements, and financial support.

Analysis of participant feedback is already underway at the European level and in different countries. The European Commission has analysed data for approximately 212,500 students (159,500 studies and 53,000 traineeships abroad) and 39,000 staff exchanges that took part in the programme in 2014–2015. The value of such massive data collection is tremendous.

Preliminary results indicate that the programme has made good progress in fulfilling its objectives of more accessibility, quality and impact. An overwhelming majority of participants is satisfied with the experience in general: 95% of students and 99% of staff. Several quality provisions foreseen for institutions participating in Erasmus+ have also rated high in participants' feedback: 94% of students in study mobility feel integrated at the receiving institution and 97% feel that they were treated equally to other students during the mobility. However, student feedback indicates that there is still room for improvement. Only 48% of students claim to have received information before their mobility on how grades received abroad would be converted upon return to their home institution, and 42% state that information on courses by the receiving institution was not available in time to prepare for their exchange.

This first analysis also reveals that there are great differences from one country to the other and even between institutions within the same country. Recognition of staff teaching or training activities abroad is an example. While satisfaction with reference to this kind of recognition reaches 100% in one country, it goes down to 62% in another – and even to only 25% in the case of one institution. The analysis emphasises the need for more support for institutions to perform better and to share tips and best practices. This is the objective of ECHE: Make It Work for You – a new self-assessing tool that will allow rectors, international relations offices, faculties and departments to assess performance and make improvements where needed – to be launched later this year.

Everyone who goes abroad to study, teach or train is required to fill out a survey at the end of their exchange

PERFORMANCE

The data analysis is also useful at an additional level: it helps National Agencies to analyse how the country is performing as a whole and compared to other countries, and how the individual institutions are doing compared to the national and European level. Finally, each institution can get an overview of how they are performing in terms of

Knowing where strengths and weaknesses lie in comparison to other European institutions can be crucial

international strategies and where they should focus their efforts. Knowing where strengths and weaknesses lie in comparison to other European institutions can be crucial for achieving quality of mobility and internationalisation.

ERASMUS IMPACT STUDY

Several studies have been carried out at the European and national level to analyse the success of student mobility. The EU commissioned Erasmus Impact Study, conducted by CHE Consult and published in 2014, is the largest of its kind with 56,700 students and 18,600 alumni respondents.[1] The study demonstrated that 92% of employers are searching for personality traits such as curiosity, adaptability and problem-solving skills when recruiting, all of which (and more) are increased by studying or doing a traineeship abroad, as shown by before-and-after tests on mobile students.

Alumni with Erasmus experiences fare better on the job market than those who did not go abroad: the experience reduces by half the risk of unemployment one year after graduation. They are also more likely to live abroad (40% compared with 23%), and almost three times more likely to be in a relationship with a partner of a different nationality, which shows how comfortable they are with habits and cultures different from their own. Furthermore, one out of three students who went on a traineeship abroad reported to have been offered a position by their host company abroad. They also show a high level of entrepreneurial spirit: one in 10 had started their own company at the time of the study and more than three out of four were planning on doing so.

The positive impact of Erasmus is clear across the board. However, a further analysis of the Erasmus Impact Study data reveals that students from Southern and Eastern Europe, the regions hit the hardest by youth unemployment, experience the greatest impact on their career prospects by going abroad.[2] Students in Eastern Europe reduce their risk of long-term unemployment by 83% by taking part

The positive impact of Erasmus is clear across the board

in Erasmus, and at the country level, the advantage of Erasmus alumni over non-mobile alumni is the highest in Hungary and Portugal. Furthermore, 50% of Bulgarian employers claim to give higher salaries to recently hired employees if they have any kind of international experience.

THE FUTURE

Erasmus+ has had a clear mission to not only achieve more, but also better mobility. In 2017, the programme will have reached half of its seven-year duration. On this occasion, a mid-term evaluation of the programme's efficiency, effectiveness and European added value will gather existing knowledge in the field, together with evidence-based data from participants, beneficiaries, National Agencies and other stakeholders to explore whether the programme is on the right track in reaching its political objectives in line with the Modernisation Agenda.[3] User feedback is instrumental, at the European level, in evaluating the success of the programme so far and identifying areas for improvement, both for the second half of the Erasmus+ period and for a successor programme beyond 2020.

— RUNA GUDMARSDOTTIR & DAPHNE SCHERER

Notes:

1. For more information on the Erasmus Impact Study, see: http://ec.europa.eu/education/library/study/2014/erasmus-impact_en.pdf

2. For the latest analysis of the data from the Erasmus Impact Study, see: http://ec.europa.eu/education/library/study/2016/erasmus-impact_en.pdf

3. For more information on the European Commission's Modernisation Agenda, see: http://ec.europa.eu/education/library/reports/modernisation_en.pdf

HOW TO MAKE COUNTING STUDENTS COUNT

International student mobility (ISM) is one of the main forms, pillars and drivers of internationalisation, depending on how one goes about conceptualising these developments. It follows that accurate, reliable and up-to-date information on ISM is among the most important forms of intelligence needed in our field. What matters is the ways in which information on ISM is made intelligible. What measures on ISM need to be assessed in order to make a meaningful contribution to international learning?

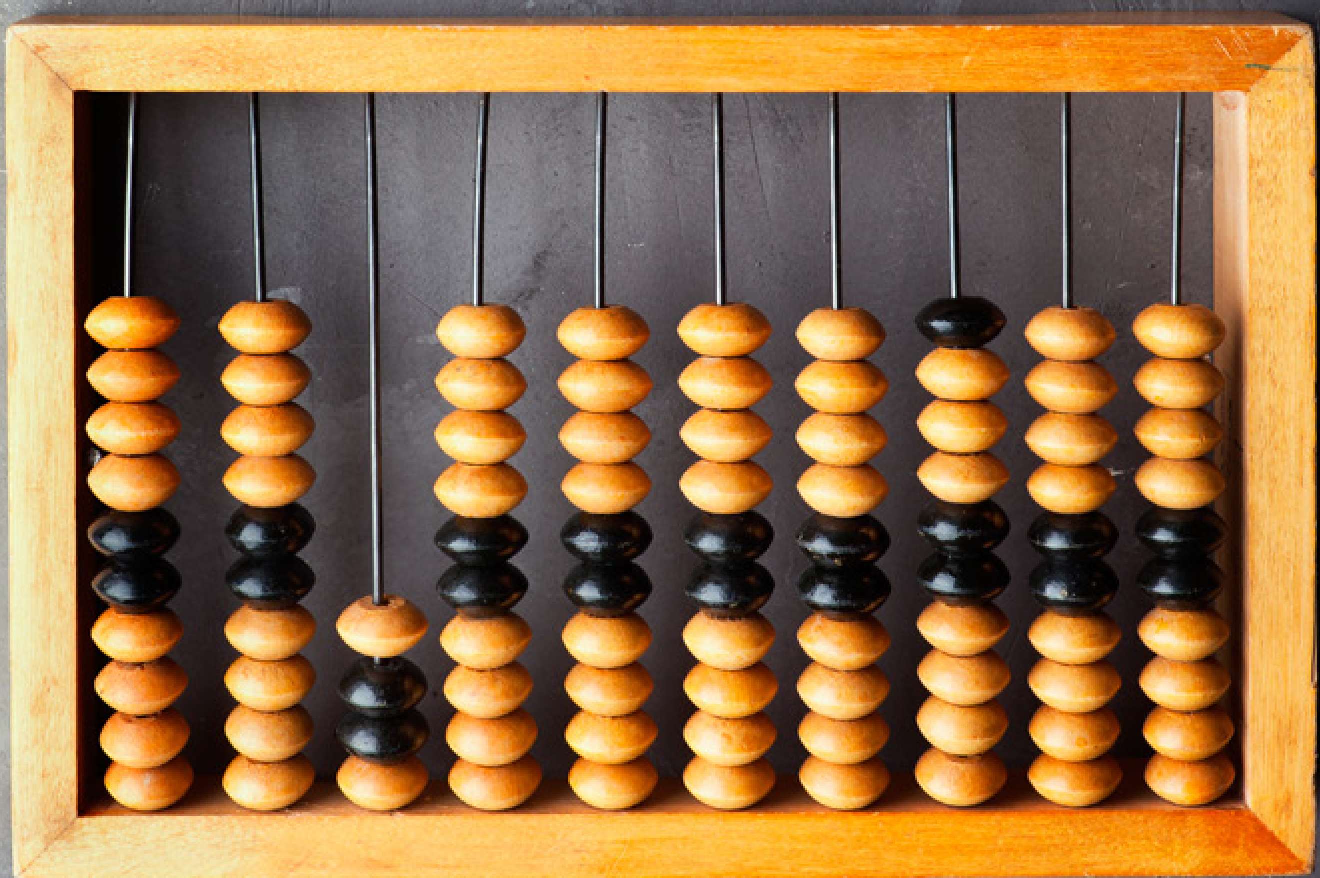


Photo: Viktor Gladkov (shutterstock)

Student mobility data are used by recruiters to target their efforts, by researchers to discern trends and by policy officials to inform decision making. Since internationalisation is such a broad field, and student mobility such an important yardstick, ISM data is a very important source to get a grip on developments. Without it, we could feel like the blind men in the old Indian parable of the very big elephant: depending on whether we touch upon its belly, tail or trunk, we might have very different ideas about the kind of animal we are dealing with.

AVAILABLE DATA

Fortunately, there is plenty of material available from a number of different organisations. The OECD, UNESCO and EUROSTAT all publish statistics on degree mobility in their data centres. The *Atlas* and *Open Doors* projects of IIE publish various reports every year based on a partner organisation survey. The same goes for the excellent *Wissenschaft Weltoffen* series by DAAD, which bundles a lot of open source data, and enriches it with data specific to German higher education. There is, of course, also the yearly reporting on student- and staff- credit mobility within the Erasmus+ programme. This multitude of sources, however, can also make comparing data for specific countries or institutions tricky.

For the Netherlands, EP-Nuffic has attempted to satisfy the demand for freely accessible, reliable and comparable information on ISM with the digitalisation of its yearly report on this subject. On our mobile statistics website international educators can now access the greater part of available mobility data.[1] With the click of a mouse, it is possible to see the trend of, *eg,* Russian degree students in the Netherlands, or the countries most actively participating in Erasmus+. In 18 dashboards, this tool addresses four ISM topics: incoming and outgoing degree mobility to and from the Netherlands, credit mobility, and degree mobility worldwide. The entire online tool is available in English.

WHAT REALLY COUNTS

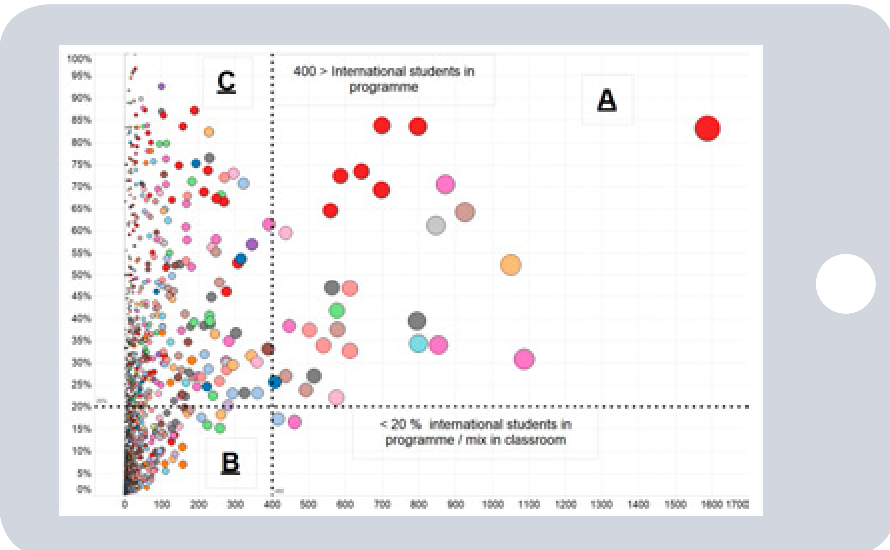
As a famous international scientist may or may not have said, *"not everything that can be counted counts, and not all that counts, can be counted"*.[2] When it comes to ISM, not only should we continue to improve our counting, we should have a dialogue between educators, researchers and policy makers about what it is that actually counts in international education. Ideally, we would want to relate ISM to international and intercultural classrooms, and eventually show its impact on international learning and learning outcomes. For these links to be made, multiple measures need to be combined, and new measures at programme level need to be formulated, discussed, applied and tested. The following case illustrates this point, taking the Netherlands again as an example.

STUDENTS IN THE NETHERLANDS

The three main indicators usually looked at in discussions on ISM are the number of international degree students, the number of nationalities and the number of English-taught degrees. In the present academic year, 2015–2016, there were almost 75,000 internationally mobile students enrolled in a Bachelor's or Master's programme in public higher education in the Netherlands. These students came from a total of 161 different nationalities. Germany is the most popular country of origin, constituting almost 30% of all international enrolments. There were 282 Bachelor programmes and 1172 Master programmes in the Netherlands entirely taught in English. This accounts for roughly 20% of all programmes at the Bachelor's level, and over 50% of all programmes at Master's level. All these measures are relevant in themselves, but to make a meaningful contribution to international learning and learning outcomes, educators and policy makers should also have an interest in the *distribution* of international students over various (English taught) programmes, and the *diversity* of countries of origin within specific programmes.

The graph on the next page is a visual representation of all programmes in financed higher education in the Netherlands. Every 'dot' represents a specific programme. The more international degree students enrolled, the more to the right of the horizontal axis, and the bigger the dot. The higher the share (in percentages) of international students in the programme, the higher the dot is placed on the vertical axis.

The first group (A) that stands out contains the large programmes on the right of the graph: these 30 programmes all enrol over 400 international degree students, and together account for over 20,000 of all 75,000 international students. They are predominantly offered



Source: EP_Nuffic Mobility Statistics

by institutions in the eastern border region of the Netherlands, which is also shown in a strong overrepresentation of German students in these classrooms. All but five of these programmes are completely taught in English.

The second group (B) that stands out contains the almost 1400 programmes at the bottom of the graph, which enrol less than 20% international students. Over 1000 programmes even enrol less than 10%. Together, this group of programmes also accounts for about 20,000 of all 75,000 students. Almost 7000 of these 20,000 students have the Dutch nationality, and are thus classified as 'homecoming' international students. A small majority of these programmes are offered predominantly in Dutch, but that still leaves a few hundred programmes without decent international classrooms, being taught entirely in English.

In the latter group (B) there are apparent issues with the *distribution* of international students over a great many different, mainly smaller programmes. This scattering results in programmes that are essentially Dutch at heart, with a slight sliver of students from a different national background. In the former group (A) there is an apparent issue with *diversity*, in the sense that the classrooms in these programmes are effectively bi-national, instead of truly international. Here, a mix of mainly Dutch and German students is taught different subjects, at different institutions, mainly in English.

The 500+ programmes in the top left corner (C), with over 35,000 international students enrolled, seem to have generally found a good balance in both distribution and diversity. Most programmes here have between 25% and 45% international students, with some enrolling up to 60%, 80% or even 90%. The vast majority of programmes are taught completely in English. German students make up about a quarter of all international students on average in this block, and various other nationalities make up a sizable share of enrolments.

A more even distribution and higher diversity of international students in and of themselves do not have an effect on international learning, but they are two of the most important prerequisites. It would help a lot if educators, researchers and policy makers would further develop these measures in order to be able to put a marker on how international the classrooms of a specific programme actually are. This way, ISM data collection would be able to make a meaningful contribution to international learning.

The author would be very interested in further developing comparative measures on distribution and diversity of the international student body in specific programmes. Readers who are interested in this type of data can contact him: Dhuberts@epnuffic.nl.

— DAAN HUBERTS

Notes:

1. See: www.epnuffic.nl/mobility-statistics

2. That scientist was Albert Einstein.

MEASURING SUC

The role of data in ensuring an institution's progress in the realm of internationalisation can be very important. Surveying the student population and having clear indicators of success for different international activities can make the difference between the triumph and failure of institutional internationalisation strategies.

In the past, academic institutions worked avidly to increase the prestige and reputation of their academic programmes and based their international recognition solely on those credentials. Nowadays, colleges and universities compete to distinguish themselves as institutions that are dynamic and active members of the international academic community. Institutions capitalise on national and international opportunities, programmes, and partnerships to position themselves in the international educational arena.

Rather than aim only for outstanding quality, colleges and universities are now expected to engage with and serve the international community, focusing their strategic plans on bridging with the international world. These institutions are using their worldwide networks and partnerships to make themselves international players in a variety of areas. But how can institutions measure whether their international strategies are succeeding?

INTERNATIONAL STUDENT ENROLMENT

Universities and colleges typically measure their internationalisation success by comparing their total enrolment of international students in a given year with that in previous years. However, institutions can go further by deeply analysing this data in order to fine-tune their international enrolment strategies. Academic institutions can, for instance, break down their international student enrolment by market base to see if their country-specific international strategies are bringing students to campus. They can look further into the market-base data and run reports to identify which high schools or universities their international students are coming from. They can then build their relationships with those schools in order to continue attracting their students.

Institutions can use the data to count their international students by faculty or programme. Based on those numbers, academic leadership teams can strategically plan how to increase their capacity to accept international students into high-demand programmes – or how to develop recruiting strategies for programmes with low enrolment. Universities and colleges can use data to analyse their enrolment funnel: measuring how many students apply for admission, how many of those students are offered admission, and what the yield rate is – *ie* what percentage choose to accept that offer.

Once international students have been offered acceptance into a programme, institutions can follow up with those applicants to encourage them to accept the offer. This follow-up can reveal the factors that prevent students from accepting offers of admission, for example, financial constraints, visa requirements, or a decision to attend another institution. Institutions that understand these constraints are able to create strategies to turn these potential students into enrolees. Those candidates will have already gone through the whole admission process and have been offered admittance; in many cases all thy need is that extra support and encouragement.

Colleges and universities are now expected to engage with and serve the international community

STUDENT SERVICES

Once an international student has enrolled in an academic institution, that university or college is responsible for supporting the student's academic and non-academic

CESS

Photo: Kostsov (shutterstock)

journey. The first and last years of study of any post-secondary student, especially international ones, are the most crucial times, because they determine the student's future. In a four-year undergraduate programme, for instance, universities should survey students in their second year, since these students have 'survived' their first test. They can provide data about which programmes supported them to succeed, the challenges they faced during their first year (*eg* culture shock, struggles with the language, or with academic writing skills), and which programmes and services could have supported their success better. Using this data, higher education institutions can adapt or create strategies to retain international students.

An international student's final year of studies is decisive in their academic path because students who fail courses are less likely to continue their studies. Data can also reveal how long international students are taking to complete the programme they are enrolled in. Surveying the students who are taking longer than expected to finish their programme provides institutions with information to identify the challenges that international students face. Based on these experiences, universities and colleges are able to develop student support programmes to lessen these challenges.

INTERNATIONAL PARTNERSHIPS

When higher education institutions enter into partnerships or collaborations with an institution abroad, they should set specific goals and itemise the outcomes that both parties expect from that agreement. Stating goals, deliverables, and responsibilities in the agreement is crucial to the success of the partnership. Many academic institutions sign numerous agreements and *memorandums* of understanding with international partners, but merely being party to lots of partnerships doesn't mean that an institution has internationalised.

> Merely being party to lots of partnerships doesn't mean that an institution has internationalised

Universities and colleges can use data to measure the success of their international partnerships and collaborations. Institutions can use data to learn how many agreements they have in a specific country and what results each agreement has achieved. Rather than working to set up agreements with many universities in a given country, academic institutions can use this data to strategically focus their international collaboration efforts on the partner institutions that have yielded the most success.

THE FUTURE OF DATA

Internationalisation is essential to any academic institution, but learning to measure its success can be challenging. To succeed in the present era of budget cuts, universities and colleges need to learn to effectively read data on internationalisation in order to plan out, make decisions strategically, and attain support from the executive team. Because internationalisation is an ever-changing field, institutions must get creative and learn how they can use data to measure the success of their international efforts. Failure to do so can result in a decrease in international enrolment, weak retention of international students, unsuccessful student programming, and the signing of international agreements without a clear purpose. Academic institutions can only support an effective international office if they collect and use data to measure the success of their internationalisation ventures.

— ARTURO SEGURA & LIVIA CASTELLANOS

SATISFACTION IS IN SUCCESS NOT IN CANTEEN FOOD

Photo: Zamurovic Photography (shutterstock)

International students are a demanding group, and with good reason, as they invest heavily to study abroad. For student satisfaction to rise in the long run, universities should be less concerned with how students are experiencing day-to-day campus life and focus instead on the long-term goals of student employability and life chances. This is what they'll remember for years to come.

International student satisfaction has become an exact science in higher education, with categories of merciless data guiding universities' strategies. Why merciless? Because pie-charts and graphs reveal the naked truth about the picky nature of international students. This means that universities are ranked not only on the quality of their courses, but on the overall scores of international student satisfaction, and that can be tricky business.

FOCUSING EFFORTS

Students from overseas put their personal and familial relationships at stake, invest heavily in relocation, and willingly take the risk of culture shock. It makes sense that universities want to offer the best value for their effort, time and money but the list of 'attraction factors' is endless and can get borderline ludicrous. A recent article in the ICEF Monitor discusses the direct link between the food choice at the institution and the happiness of foreign students arguing that, just like with housing, the limited choice can cloud the whole experience.[1] While it is absolutely true that living conditions are of paramount importance to daily happiness levels, is it really where the attention of higher education institutions should be focused? It is difficult to predict if a singular international will prefer sushi to bratwurst but various surveys show that most of them are definitely interested in two things: education quality and career prospects.[2]

EMPLOYABILITY

The possibility to get a better job after an international study is the second biggest motivator for prospective international students.[3] Perhaps for this reason, their institution choice is heavily influenced not only by the official university sources but also by what the alumni of the institution say. The International Student Barometer research reveals that alumni are the sixth most important source of information when choosing, whereas the university brochure ranks at number eight.[4] It shows that prospective students are keen to find out from your institution's alumni how they enjoyed their study and how it has contributed to their current career success and job satisfaction. In other words, it is a closed recruitment circle of happy students, employed alumni and prospective (international) students.

However, career success is not an easy one to achieve for the current generation of students – a staggering 79% of them have reported the need for help in finding employment.[5] It is easy to imagine that this must be especially the case for international students and alumni, since they usually don't speak the language of the host country and often do not have the same networks as the locals. Although from the employers' perspective international students have the competitive advantage of being more open-minded, mature, and in possession of great interpersonal skills, if they don't realise what they have to offer before entering the labour market, they are going to face a long and winding road to employment. That is not to say that the development of employability skills should occupy the same place as the academic curricula but, evidently, it should not be postponed to the moment of graduation.

MEASURING SATISFACTION

The difficult part is actually measuring international student and alumni satisfaction. Based on the biggest motivators for prospective overseas students, study quality and successive employment are the cornerstones of the overall happiness – not necessarily *excluding* aspects like integration and accommodation, but simply higher on the priority list. Course evaluations take place throughout the studies and offer a point of reference for the study satisfaction at the given time. But where are the labour market readiness and career success metrics?

There is a need to incorporate career awareness tools with parallel questions to know what kind of career support students need during and after their studies. Questions, such as *How well prepared do you feel for the world of work?* and *Are you working in line with your studies?* are among the ones that need answering.[6] This way, not only would international students keep their professional development in mind during their university years, but they would also provide feedback about their career success and study satisfaction in retrospect after graduation – invaluable data for universities.

ENGAGING STUDENTS

Of course, it's easier said than done as any career or alumni officer could confirm – drawing a large crowd of international students into a career workshop or getting alumni to respond to e-mails have proven to be challenging. Even the most successful global student surveys struggle to get response rates above 50%. The problem is that universities are slow adapters in a rapidly changing technological reality. International students and recent alumni – a cohort that uses a myriad of online services to arrange transportation, housing, courses and to communicate with their loved ones – are not likely to spend time filling in the questionnaires in their e-mail inboxes. They're playing and 'WhatsApping' on their tablets and smartphones, and this is where universities should be too. Below we present five examples of the various existing educational apps that use gamification to engage students.

Understandably, developing in-house gamified careers advice combined with feedback tools is not an option for every higher education institution due to high costs. Yet there are solutions online that speak the language of modern students. Gamification may sound trivial, but games provide an interactive and appealing way for (international) students and recent alumni to learn about career opportunities while providing continuous data for universities.[7] In order to bridge the gap between higher education and the world of work, universities will need to step up their game to ensure (international) students turn into brand ambassadors for their institutions – in the end, their satisfaction will be based on feeling successful, and not so much on the lunch items in the university canteen.

— VERONIKA NORVAISAITE & NANNETTE RIPMEESTER

5 EDUCATIONAL APPS THAT USE GAMIFICATION

1. **CareerProfessor.works**
   www.careerprofessor.works
2. **Back Bay Battery**
   www.hbs.edu/faculty/Pages/item.aspx?num=37262
3. **Duolingo**
   www.duolingo.com
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TRANSNATIONAL [trans-nash-uh-nl] *adj.* ALUMNI [uh-luhm-nahy] *n.* (pl.)

In the previous article, the authors recognised the importance of international alumni as brand ambassadors for universities. Keeping track of this group should be a high priority for any higher education institution that wishes to capitalise on their potential. A new category of international alumni may just hold the key for accurate tracking.

There is a concern within international education circles that international CRM databases are incomplete, outdated, underutilised and/or non-existent. The pervasiveness of incorrect/outdated classifications of alumni and the need for a more detailed understanding of alumni dynamics in an increasingly complex mobility landscape has never been greater. In the closing chapter of the EAIE's *Staying Global: How International Alumni Relations Advances the Agenda*, I respond to this challenge with a recommendation that may help institutions maintain better data management practices while at the same time more authentically engage international constituents. For a vast majority of institutions that define their alumni demographics as 'domestic or international', there is another category to define and engage: the **transnational alumni.**

Today's international education's trends and future practices support this new definition. International higher education continues to be defined by increasing international student mobility and more multinational employers aspire toward the ideal candidate: graduates with multilingual skills, cross-cultural competence, and a desire to advance their professions abroad.

Aside from the classic definition of international alumni as 'alumni who provide contact information outside the country where their degree was granted', what about the alumni body that experiences multiple campuses and, thus, represents an institutional diaspora with an international footprint? Can't they all be called transnational? Like the alumni who were international students and, since graduation, have returned to the country of their foreign study – or never left after graduation – they are likely counted as 'domestic'. When schools utilise a more strategic mechanism for tracking this body, institutions gain a valuable international diaspora at their doorstep.

Qualified and accurate data are important key performance indicators (KPIs) for an institution; so, too, are measurements of alumni engagement. Databases need to include a new field for transnational alumni and code countries of origin, languages spoken, international social media profiles, and other characteristics that would be valuable and important for institutions around the world. Once identified, we need to employ this new definition to better track alumni.

Next, institutions should invite alumni to update their contact information. Alumni then have an option of registering themselves under this moniker and designating themselves as transnational alumni – the alumni who reside abroad but have reason to come back to the country where their *alma mater* is based due to personal or professional reasons. We can take this one step further by creating a different – but interconnected – category of 'transnational domestic alumni', to elude to those living in country where they attended school but travel regularly outside of country for personal or professional reasons.

Higher education is about people: students, faculty, administration, alumni, families, communities and other friends whom align to a college or university's mission, resources, and brand. Today, internationalisation on campuses around the world focuses on an integrated strategy that supports international student and scholar recruitment, international academic partnerships, and the development of key regions where international alumni and friends are engaged in sustainable, meaningful and relevant ways to advance the global footprint of their university.

Transnational alumni and transnational domestic alumni are strategic partners in an institution's international story. By adopting a relevant and more meaningful affiliation for this group of graduates, we begin to build a global mind-set for alumni and support a 21st century international vision for our institutions.

— GRETCHEN DOBSON

THE CASE OF MISSING DATA: STUDENTS WITH DISABI

There is a lot that can be learned from data on international activities. Institutions can greatly improve their recruitment efforts, services, partnership agreements, *etc*, based on what they learn from surveys. But what about when there is no data? When surveys fail to ask the questions that could make an entire population suddenly visible, what can we learn?

Higher education institutions looking to successfully educate its students and meet the needs of a changing society, often must take on solving issues of low retention, graduation, and employment rates. Research shows that students with disabilities, while increasing in enrolment in higher education, emerge among those most at risk in many countries.[1] Could international experiences be a pathway for improving achievement rates? Recent research in the United States reveals that diverse study abroad alumni show improved grades, as well as higher retention and graduation rates.[2] However, without data that is disaggregated, it is unknown if similar positive results would be found for students with disabilities.

As part of efforts to increase tertiary and inclusive education, Europe 2020 focused on study abroad among its initiatives. In a report by the Academic Network of European Disability (ANED) experts looked at policies that made disability support available, or not, when studying across borders.[3] However, research showing if studying outside one's home country supports the educational and employment success of students with disabilities, versus those who stayed at home, remains largely uninvestigated.

Photo: Emiel de Lange(shutterstock)

INCREASED PARTICIPATION

If the internationalisation movement is to reach the goals of increased participation, and if campuses are increasingly diverse, then it's important to recruit and effectively include diverse populations in these programmes. This means reaching students with disabilities too. A decade ago in the United States, the international education field did not know how many students with disabilities were studying abroad. However, the *Open Doors* report on international educational exchange now tracks students with disabilities and the type of disability, which allows for comparison between years, and has shown a doubling in participation since data collection began.[4] The very existence of the question surrounding disability encourages those filling out the survey to think about this population on their campus each year.

Also in the United States, the National Survey on Student Engagement asks students each year on their survey if they have a disability and also if they have studied abroad or are an international student.[5] This makes comparisons possible between students with and without disabilities that studied abroad or are international, and their levels of engagement on factors such as their grades, formal leadership positions on campus, and also comparisons between students with different types of disabilities. It helps to dispel myths about student with disabilities' activities, and see gaps where students are underrepresented so that more efforts can be directed in those areas.

On a wider basis, the internationally-benchmarked *International Student Barometer* from i-graduate asks students if they use disability services at their host institution, and if so, what their satisfaction level is.[6] The group that uses disability services can be looked at specifically, to see both their overall experiences abroad and their satisfaction levels regarding their living and learning supports. This analysis can be used to assist with the marketing, recruitment, and advising of students with disabilities in the future.

The drawback of many of these surveys is that these disability questions or demographics are often not included in online data sources that are available for others to mine and do further analysis. Disability needs to be addressed in the same ways as gender, ethnicity, or class equity. Analysis of students with disabilities should not be left out of final reports and presentations, further marginalising their issues and possibilities for motivating effective change.

A CALL TO ACTION

The next time an organisation or institution thinks about conducting an international student learning outcomes survey or study abroad alumni research, it is critical to include along with other demographic questions, *'Do you have a disability?'* Then, remember to do this analysis and share the findings related to disabled students' personal growth, skill development, and educational and employment outcomes, so higher education institutions and those working on educational equity and success can see the power of international experiences.

I have worked since 1998 with the National Clearinghouse on Disability and Exchange, sponsored by the USA's Department of State and administered by Mobility International USA. It is a resource available to assist institutions and organisations in designing survey questions, analysing data, and reporting the findings. With the purpose of increasing participation and improving inclusion of people with disabilities in international exchange, this clearinghouse can offer free guidance on how results can be put into practice to fulfil equity and internationalisation goals.[7]

— MICHELE SCHEIB

Notes:

1. See Cornell University for USA disability statistics at: http://disabilitystatistics.org/reports/acs.cfm?statistic=9

2. For studies, see The Center for Global Education, http://www.globaledresearch.com/study-abroad-impact.asp

3. See report *Inclusive Education for Young Disabled People in Europe: Trends, Issues and Challenges*

4. For more *Open Doors statistics,* visit http://www.miusa.org/resource/tipsheet/opendoorstats

5. For more National Survey on Student Engagement statistics, visit: http://www.miusa.org/resource/tipsheet/USstudentsatisfaction

6. For more International Student Barometer statistics, visit: http://www.miusa.org/resource/tipsheet/internationalstudentstats

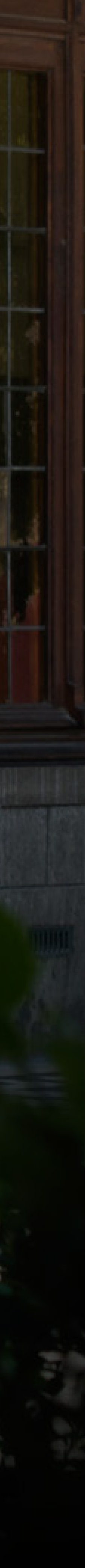
7. Learn more about my work at http://www.miusa.org/ncde or e-mail clearinghouse@miusa.org

IN CONVERSATION WITH

DIRK VAN DAMME

LAURA MESQUITA
EAIE

Photo: René Schotanus



Dirk Van Damme is Head of the Innovation and Measuring Progress (IMEP) Division of the Directorate for Education and Skills at OECD. His work covers both the prestigious Centre for Educational Research and Innovation (CERI) and the Indicators of Educational Systems (INES) programme. He has had a long trajectory in education policymaking and is an advocate for evidence-based innovation in education as well as transparent, comparative analyses of educational systems. Dirk discusses the importance of data in higher education as a whole and why, as a field, international higher education would benefit from more prolific and richer data.

OECD collects a lot of data. How is data important for international higher education specifically?

DVD: Well, of course collecting data and comparing countries based on the analysis of data is one of the key functions of OECD. It's our *raison d'être*. In education, this has, from a historical point of view, not always been very easy. Compared to other social sectors and the economy, education has been rather slow in moving to a solid approach on data. Only since the 1990s and the 2000s have we come to an international understanding among countries that collecting comparable data based on good definitions is critically important. And that's the whole point of *Education at a Glance,* and our work with the Indicators of Educational Systems (INES) programme, which has only been built over the last 25 years. It's now at a rather mature stage and it's also very much supported by the countries.

In terms of the higher education community, I think we are still not as advanced as what we should be. We don't have enough data on higher education that is internationally comparable and that we can use for the more sophisticated types of analysis. I see that as a really big problem. We have much more data on school education than we have on higher education. Of course we try to do our best, we try to collect data on national education systems, the participation rates, the graduation rates, attainment rates, *etc,* but we do not have the fine grained data that would allow us to do the kind of analysis that we can do for other sectors.

Specifically regarding internationalisation, what we do have – and that's already very valuable – is data, collected together with UNESCO, on international mobility in higher education. But that's certainly only one element of internationalisation. We don't have systematically collected data on staff mobility, recognition of qualifications, you name it. Actually, we have a big, big gap there. One of the frustrations that I really have is that the higher education community is very reluctant to being more data-intensive and collecting more comparable data.

> [Universities] should be perfectly able to produce any data that we need

Why do you think that is?

DVD: I don't know. I think in their research and development role, universities are frequently telling other sectors in society and the community to become more data-intensive. Yet they are very averse to becoming more data-intensive themselves. We have seen that discussion within the Assessment of Higher Education Learning Outcomes (AHELO) project, where we tried to collect sophisticated data on learning outcomes of students. It was a database that could be used to conduct all sorts of analyses which I think would be very relevant for higher education policymakers. But the project was turned down by universities. Universities actually say, *'We don't want any administrative burden'*, or *'Governments already ask for too much data from us'* and sometimes they even say *'We don't want to increase transparency'* and *'We don't want to share our data'*. Transparency is perceived as a threat. To me, that's one of the systemic risks that higher education is now going through. The public and governments will not tolerate it anymore that there's an entire sector – that uses a lot of public and private money – which is not transparent on many of its dimensions. That's a real risk that the higher education community is taking.

One of the reasons universities give is an administrative burden. Is that the primary reason?

DVD: I think that's an easy argument which is not entirely valid. Universities have turned, over the last 120 years, into real professional organisations. They should be perfectly able, given their size and their importance for the economy, to produce any data that we need. I think a company of the same size is obliged to produce much more data than universities are producing. It's a matter of political will, and I think also a resistance in the academic community against more transparency. I don't think it's acceptable, but I see it in many institutions.

You spoke earlier about mobility data and although it is the primary type of data available on internationalisation, it is not perfect. Like all data, it has gaps. Could you elaborate on the quality of this data and how reliable it is?

DVD: Well, I'm not involved in the technical aspects of data collection myself. I know that there are still some discussions between UNESCO and OECD on definitions and, for example, the European Commission wants to use another definition than UNESCO does. So there are still issues of definition. But actually the most important issue for the moment is whether we use the country where a person has graduated from secondary education as their home country, or the country of citizenship. Both have advantages and disadvantages, but it makes a huge difference to the definition of an internationally mobile student.

There are quality issues to be solved with the data, but on the other hand, whatever definition you use, it doesn't make a lot of difference in the actual numbers; certainly not at an aggregate level. You still have a good idea of changes in mobility. One of the most important elements that the data show is the shift from the traditional destination countries of mobile students to many other countries. The traditional hegemony of the USA and the UK is gradually fading away. Many more countries are now becoming host countries of international students and I think that's a very welcome phenomenon.

If you want more sophisticated data, we have to move towards other kinds of data collection and other kinds of databases

If we acknowledge, as you say, that we do not have the data to conduct sophisticated analyses, how much can we say when using mobility data?

DVD: I don't think that data on international students or on mobility is any different from any other data. The user of statistical data always has to be very careful, and have a very good understanding of what the data actually say and what they don't say. I don't believe that this is any different in internationalisation. It's just that there are severe limits on what you can do with the data, but having said that, they are still extremely interesting.

How so?

DVD: I would say the data are most interesting on the aggregate level. This includes changes between countries of outgoing and incoming students, overall trends from year to year, that kind of thing. But we don't have enough data to answer the more sophisticated questions. For instance, what kinds of decisions or arguments are driving international students? For that kind of purpose you need other kinds of data collection and analysis. For example, I saw a very interesting report last year from the UK where they looked at Google Search data in order to get an idea of what international students are looking up. It shows that students – certainly Asian students – very much rely on international rankings to guide their search strategy. If you want more sophisticated data, we have to move towards other kinds of data collection and other kinds of databases. This discussion is actually happening right now. At OECD we are also considering using alternative databases, apart from our surveys.

So how do students benefit from data?

DVD: I'm absolutely convinced that international students, even more so than domestic students, are interested in more transparency. They make very important decisions and they invest a lot of resources, so they want to make wise decisions. Yet they don't have enough data to make rational, informed decisions. I haven't personally discussed this with students and it would be very interesting to start a project to collect views from students on this, but I would imagine that they are very, very interested in much more transparency. Now, they use rankings. Even if universities are not very pro-rankings, it's the only database that students can use to get an idea about the quality of an institution. They use it because there's nothing else.

What's in the future for data in international education?

DVD: At OECD we have started a project based on benchmarking higher education systems. What my colleagues are now doing is exploring all kinds of existing databases that could enrich the data-intensity of higher education. We could have multi-dimensional information on how higher education systems are performing. We are trying to get a better picture of what is available and what kinds of new databases we could explore. This is the work is happening right now. If successful, these could enter our work on *Education at a Glance.*

In the coming years, you will see more data and more sophisticated data on higher education from an internationally-comparative angle. That's our mission. We want to look much more energetically into the usefulness of big data – as I already mentioned, Google Search data, but also Gallup data (a project that's still in its infancy). We are still very much at an exploratory stage on this and it's very difficult to predict whether that will lead to much more and much better data than what we have now. But we will certainly continue our usual OECD–UNESCO data collection. It's very important to maintain that base-level data collection.

JARGON GLOSSARY

Not fully 'in the know' about the issues, initiatives and data vocabulary used by Dirk? Here are some basics.

Aggregate data
When data is aggregated, groups of measurements are combined and summarised. Aggregated data are used for examining trends, making comparisons, and revealing insights that would not be observable if individual elements were viewed in isolation.

Assessment of Higher Education Learning Outcomes (AHELO) project
Aimed at evaluating university student performance at the global level, the AHELO project constitutes an internationally-comparable assessment of university students. The feasibility of the project was recently tested and, following much resistance from higher education institutions, it has not yet been put into place. Learn more: https://www.oecd.org/site/ahelo/.

Centre for Educational Research and Innovation (CERI)
The Centre for Educational Research and Innovation (CERI) does research on learning at all ages and goes beyond the formal education system. Its activities not only map out current trends, but also reflect on the future of education, with a special focus on evidence-based innovation. Learn more: http://www.oecd.org/edu/ceri/.

Education at a Glance
Education at a Glance is the data-intensive annual OECD publication that reports on the state of education around the world. Learn more about this publication: http://www.oecd.org/edu/education-at-a-glance-19991487.htm.

Gallup data
Gallup is a research company best-known for its public opinion polling in several countries around the globe.

Indicators of Educational Systems (INES) programme
These are the key indicators used by OECD in assessing the state of education in the world, published yearly in the *Education at a Glance* report.

WHERE DO YOU FIN

Putting together an overview of available data sources on international higher education in Europe is like striving to solve a very complicated puzzle. One constantly wavers between the feeling that some of the pieces at hand seem to be from another puzzle and the fear that some of right pieces are missing. In fact, none of these worries is totally ungrounded when it comes to metrics in the landscape of international education. There is very little data available to begin with. Beyond statistics on international student mobility flows, there is hardly any census-type of data collection on other aspects of international education. The field is rather a potpourri of (very few) yearly statistical data collections, regular and irregular surveys and case study approaches, making analyses – especially between countries – very challenging. There is low comparability of the various types of data across the many aspects of internationalisation. Equally important are the big gaps that remain, making it impossible, at least for the moment, to complete the picture.

What follows is an overview of some the most established sources of data and information on some, though not all, of the key aspects of international higher education. The sources and resources included fulfil two criteria: they allow for cross-country comparisons, (*ie* they are collected at the international level on the same definitions for a group of, if not all, (European) countries) and they provide the (primarily quantitative) state-of-the-art data in the respective field – or as close to it as possible. It goes without saying that this is by no means a full count, and that there are many other extremely valuable resources on international higher education.

Make sure to visit the EAIE blog for all the links to the studies and databases mentioned on this list!

'Top data resources on international education in Europe'
http://ow.ly/FkyB301KiC9

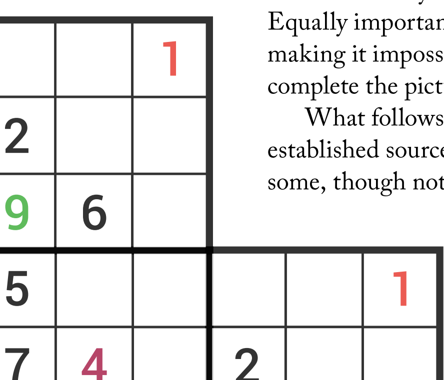


Illustration: Kelly Sue Cram

ND THE NUMBERS?

1 INTERNATIONALISATION STRATEGIES AND TRENDS

IAU Global Survey: drivers, values, strategies, priorities, objectives across the globe.

EAIE Barometer study: rationales, strategy, activities, policy impact, knowledge and skill needs in internationalisation in Europe.

2 INTERNATIONAL STUDENT MOBILITY FLOWS

DEGREE-MOBILE STUDENTS

UNESCO Institute of Statistics database: statistics on international degree-seeking students by country of origin and destination (mix of nationality and country of prior residence/education).

INTERNATIONAL GRADUATES

EUROSTAT database: statistics (population, education, learning mobility) on international graduates in Europe by country of origin.

CREDIT-MOBILE STUDENTS

ERASMUS grant holders: census-type data on Erasmus students.

EUROSTUDENT V: Survey data, chapter on short-term mobile students and their socio-economic background, linguistic proficiency, mobility plans, funding and mobility obstacles.

3 INTERNATIONAL STAFF MOBILITY

ERASMUS staff mobility: statistics on teaching assignments (academic staff) and staff training (administrative staff).

Marie Skłodowska-Curie fellowship holders: researcher mobility (from PhD students to experienced researchers).

4 INTERNATIONAL STUDY PROGRAMMES

ACA surveys on English-Taught Programmes: quantitative evolution of ETPs in Europe.

British Council survey English as a medium of instruction: a growing global phenomenon: survey of 55 countries.

IIE survey Joint and Double Degree Programs in the Global Context (2011): a survey of higher education institutions from 28 countries.

5 TRANSNATIONAL EDUCATION (TNE)

Observatory on Borderless Higher Education (OBHE) study on International Branch Campuses: Data and developments.

British Council–DAAD publication on TNE data collection systems: awareness, analysis, action.

6 IMPACT OF STUDENT MOBILITY

ERASMUS Impact study: impact on the mobile students.

DAAD study, The Financial Impact of Cross-border Student Mobility on the Economy of the Host Country (2014): economic impact of international students on the host country, covering Germany, the Netherlands, Austria, Poland, Switzerland and Spain.

7 INTERNATIONALISATION OF THE CURRICULUM

IoC in Action: a website presenting concepts, case studies and literature.

IRINA FERENCZ

GOING THE EXTRA MILE

Photo: Miha Perosa (shutterstock)

Data on the performance of specific higher education institutions and their specific programmes are absolutely invaluable for addressing shortcoming and continuing successful activities. National level data and rankings certainly show how institutions and their courses are performing more generally, but for programmes to truly know how to ride the road to success, more detail is often needed. This is particularly true for the evaluation of international degree programmes.

Recent changes in European higher education have accompanied strong pushes for increasing the amounts of data collected from higher education institutions (HEIs). Ministries and external groups – such as rankings organisations – want reliable, yet comparable data across institutions. Until recently, many HEIs were simply able to use national data collections – the data collected and their definitions – as a basis of institutional data for planning and programme evaluation. That time has, however, passed. This type of data is just not complete enough anymore.

In particular regarding international degree programmes (IDPs), national and external data collections and definitions are inadequate in assessing the effectiveness. Most have limited, if any, international focus. National data collections are focused on national needs, while external collections serve specific organisations' requirements only. In short, they are not focused on the HEI's, let alone IDP's, needs. As such, in order to evaluate an IDP's effectiveness, additional data, beyond what the state requires, is needed.

TRADITIONAL EVALUATIONS

Traditional methods of evaluating international degree programmes have primarily focused on the number of admissions, enrolments, and graduates. It is very common for IDPs to have data showing *X* number of graduates or *Y* number of students enrolled, and *Z* number of students accepted. This is basic data and does not provide an IDP – or an evaluator – much information beyond the descriptive level. While this may show which IDP is doing well (*ie* which has a high number of graduates), it does not inform as to why or how effectively an IDP is performing.

THREE FOCUS AREAS

What is needed is evidence of student and staff performance at the IDP level. There are three areas which are extremely useful in evaluating the effectiveness of an IDP: **enrolment management**, **staff evaluations** and **outcome evaluations.** While there are certainly additional areas or aspects of IDPs that are useful in evaluating their effectiveness, these three provide clear information on performance and, in many cases, do not take much additional effort for an HEI to expand or modify its current data collection process to undertake these new evaluations.

Enrolment management is often the term used to describe the planning functions seeking to manage the flow of students into, through, and out of a HEI. The two important domains within enrolment management centre on student recruitment and degree progression. Student recruitment often involves various sections – admissions, marketing, financial, *etc* – while trying to balance the questions of who the IDP wants to educate and who is available. One of the more effective indicators used to evaluate student recruitment is yield rates. Yield rates are simply the number of students who enrol from the total number of students offered admission – *eg* if 20 students were offered admission and 12 of enrolled, the yield rate would be 60%. Yield rates are an effective measure to see the attractiveness and competitiveness of an IDP. Looking at multiple cohort intake yield rates provides a longitudinal view of an IDP. A yield rate that is significantly lower than previous years may signal an in-depth review into the recruitment and admissions process of the IDP may be warranted. Student degree progression is tied to the concepts of retention and completion, which directly relate to the ability of an IDP (or HEI) to manage and monitor their enrolments. Retention is defined as the ability of students to sustain their enrolment continuously – year to year – after they initially enrolled. Completion is recognised when a student completes their degree objective – *ie* graduation. Retention and completion rates can be calculated by tracking the enrolment of students by entering cohorts over time – *eg* if 12 students started in an IDP and 11 enrolled for their second year, the retention rate would be 91.6%. Both of these rates can be used as measures of effectiveness. High rates suggest new students will likely continue their enrolment and complete their degrees, while low rates suggest they may be issues in the IDP's educational pipeline.

Two additional useful data points are the average 'time-to-degree' (TTD) and course evaluations. TTD provides the average length it takes students to complete a degree. If an IDP's TTD is well above the expected, this suggests there are issues in the educational pipeline or advising. Course evaluations can help pinpoint the exact location – bottlenecks – where attention is needed from programme managers.

For **staff evaluations**, there are two areas from which data come that are useful in evaluating an IDP's effectiveness. The first is a student and alumni satisfaction survey of the entire programme. These surveys will cover topics such as overall satisfaction with courses, interactions with teachers, academic and language support, and the expectations the students had upon entering the IDP. While the responses from student and alumni satisfaction surveys sometimes need to be tempered – positively or negatively – they do provide a window into how students perceive their academic programme and in turn, the staff and teachers in it.

Course evaluations can help pinpoint the exact location where attention is needed

The second area is the evaluation of teaching loads. This is valuable in determining whether an IDP has enough teachers – or too many – to meet the needs of students. These evaluations are not individualistic in nature – though individual teaching evaluations can provide useful information; they are programme focused. Metrics of average teaching loads of an IDP can be developed – although care is needed to disentangle courses taught in other departments or at a faculty-wide level – and then compared to other IDPs as well as non-IDPs within the same faculty. This information is also extremely useful when paired with student data. For example, if an IDP has a high average teaching load, but students have low graduation rates with high TTD, this might suggest that the IDP does not have enough teachers.

Student learning assessments are perhaps the most common **outcome evaluation** of degree programmes. Recently, however, increasing attention has been paid to graduate employability. Data on which students are employed in the field, their starting salary and amount of time to find a job are valuable pieces of information on the effectiveness, let alone the quality, of an IDP. Again, pairing this with other data provides a deeper analysis. An IDP that has high graduation rates and a low TTD coupled with comparable (average) teaching loads, yet has low employability of graduates suggests that while the IDP is adequately staffed and graduates students, attention is needed. It would be relevant to then look at what is being taught and how it is that students are not prepared for the labour market. As an added bonus, employability data can be used to great effectiveness in the marketing of an IDP to prospective students.

A FULLER PICTURE

Using performance-based IDP data and not national or external data collections gives a much clearer picture of, and deeper insights into, the effectiveness of an IDP. Focusing on measuring the effectiveness of IDPs ensures their long-term viability and improves their quality. In a time of increasing competition for students and decreasing resources, a clear approach to data collection and analysis can make all the difference.

— CHARLES MATHIES

TARGETED DATA COLLECTION

The assumption exists that data collection is always beneficial. Yet unless we are certain that we are measuring what we think we are measuring, this is a potentially harmful supposition. Carefully defining categories and collecting data that are deliberately linked to an institution's strategic plans is the only way to ensure that our efforts are not in vain.

Photo: pimpic (shutterstock)

There are two common fears in data collection in internationalisation – one of them being that the race to collect *measurable* data drowns the aspects that are presumed immeasurable or intangible. The other is that the potential of focusing on the values or areas defined in the strategic planning process will overshadow the aspects of internationalisation that do not belong to those defined areas. To complicate matters further, the responsibility for internationalisation often exists in the no-man's land between the sole domain of a central body – such as an international office or an external relations unit – *or* it is so all-encompassing that it is inextricably linked to all activities, and all employees, and as such is not able to be measured nor condensed into packets of data, reports and strategies.

INTENTIONAL DATA COLLECTION

Regardless of how the process of internationalisation is organised, all universities are in some way measuring internationalisation and collecting data on it, and there is a general belief that collecting more data is both necessary and beneficial. Data collection is necessary in as much as it is impossible to talk about internationalisation in the modern sense – as an *intentional* process delivering *enhanced* quality – without the real world frame of reference that data provides.[1]

That data collection is beneficial is, however, not a given. Ensuring that data can be categorised correctly, measured efficiently and utilised strategically is a way to ensure that data collection is beneficial, and a means of mitigating the issues introduced in the first paragraph. Appropriate data collection and its analysis provide another benefit – they are a key tool to get internationalisation sceptics on-board.

> "There is nothing more basic than categorization… Every time we see something as a kind of thing, for example a tree, we are categorizing…Whenever we intentionally perform any kind of action…we are using categories".[2]

To be able to collect any data we must be able to derive clear categories or descriptions for each piece of data collected.

STRATEGIC DATA

A starting point for any strategic discussion must be establishing the meaning of, and the categories for, any and all terms in a strategic process. This can pose complications even with relatively well-understood questions like *'How many agreements do we have?'*, or *'How many mobilities do we have?'* When attempts are made to try to flesh out more diffuse goals like 'raising profile' or 'deepening strategic partnerships', things get a little more interesting. The work required just to reach an agreement about what is meant by such expressions is substantial. It is no longer possible to simply fill out the strategy document with figures from the student administration system. It is here that the strategic management process comes into focus.

Data collection and benchmarking cast a spotlight on the strategic management process – its frameworks, underlying assumptions and development-feedback cycle. Any flaws in the institution's strategies are amplified. If your strategy documents are not adequate, or they are misdirected, it is impossible to collect appropriate and relevant data. Similarly, if the data you are collecting are incorrect, then you will not be able to measure the impact of what you are doing. A correctly articulated strategic plan should give clear directions for how internationalisation activities – and their corresponding terms – should be categorised. This will allow you to design methods to track the relevant data.

It may, however, be such that your institution does not have a correctly articulated strategic plan. As such, it may be necessary to look at data and process categorisation at the data collection end of the strategic management process. Potentially vague statements such as 'raising profile' should not necessarily be avoided – indeed their inclusion can help mitigate fears data collection will be focused only on what is measurable while missing the broader picture. Such statements must, however, be broken down and analysed within an appropriate framework.

COLLABORATIVE BENCHMARKING

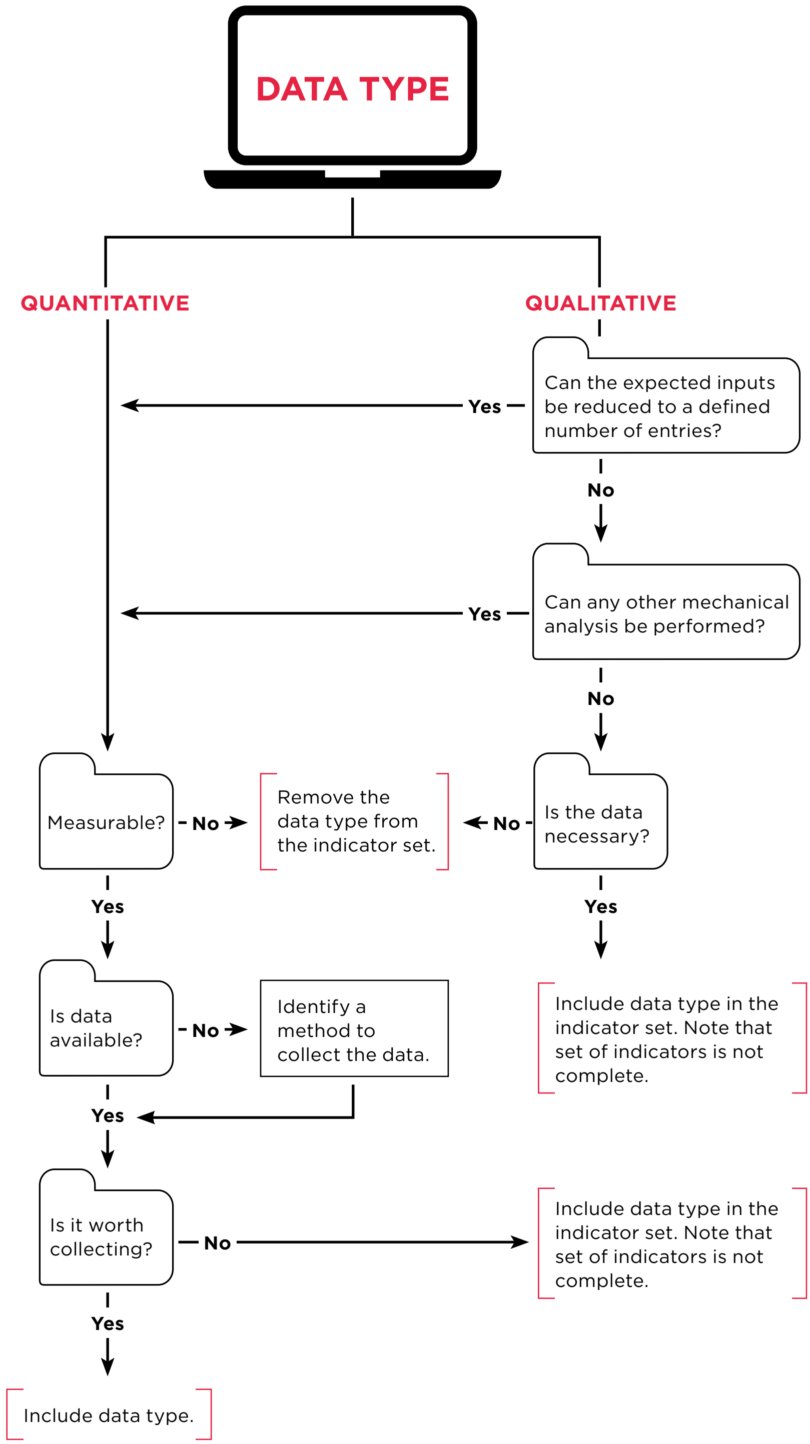
Collaborative benchmarking is one such framework. Performance management frameworks from the business world, such as the balanced scorecard or Six Sigma can also, with a little creativity, be used to identify more concrete paths to 'fluffy' outcomes. The person or persons driving this process must ensure that any terms or processes identified are correctly categorised. This can be achieved by interviewing stakeholders involved in the process, conducting surveys, benchmarking externally and comparing with national and international frameworks. The added value in involving internal stakeholders in the definition and categorisation process is that you may be able to get key stakeholders 'on-board' at an early stage.

BRUTAL PRAGMATISM

When you have satisfactorily identified what needs to be measured, it is then a matter of deciding if it *can* and *should* be measured. The flow chart on the next page may be beneficial in that process. Any decision on whether a given data type *should* be measured must be made with regard to the costs in time and human resources associated with measuring – and analysing – the data. A data type being identified as an indicator, even a key indicator, is not a *necessary* condition to justify its collection. Given the limited budgets many in administration face, and the limited time many stakeholders may want to spend on contributing data, a certain brutal pragmatism is needed.

Regarding if a data type can be measured, quantitative data is relatively straight forward, with the only complications perhaps being more organisational than anything else. Qualitative data poses an additional set of questions. If you can reduce your expected inputs to a number of defined terms, and your management software is sufficiently flexible, then you can utilise pre-defined (drop-down) lists, graduated scales and other such tools to collect qualitative data. At the cost of removing a certain amount of flexibility or nuance in stakeholders' space for expression, you can make qualitative data manageable. If such an abstraction isn't possible and interviews or free-text responses are the only way to gather the qualitative data sufficiently, then there are still means to perform linguistic analyses on the data, although at the cost of time, resources and convenience. Ensuring that strategic internationalisation terms are categorised correctly and collaboratively – and that a holistic approach is applied to the 'hows' and 'whys' of collecting the related data – is crucial to guaranteeing that any data collection is not just necessary but also *beneficial* for all stakeholders.

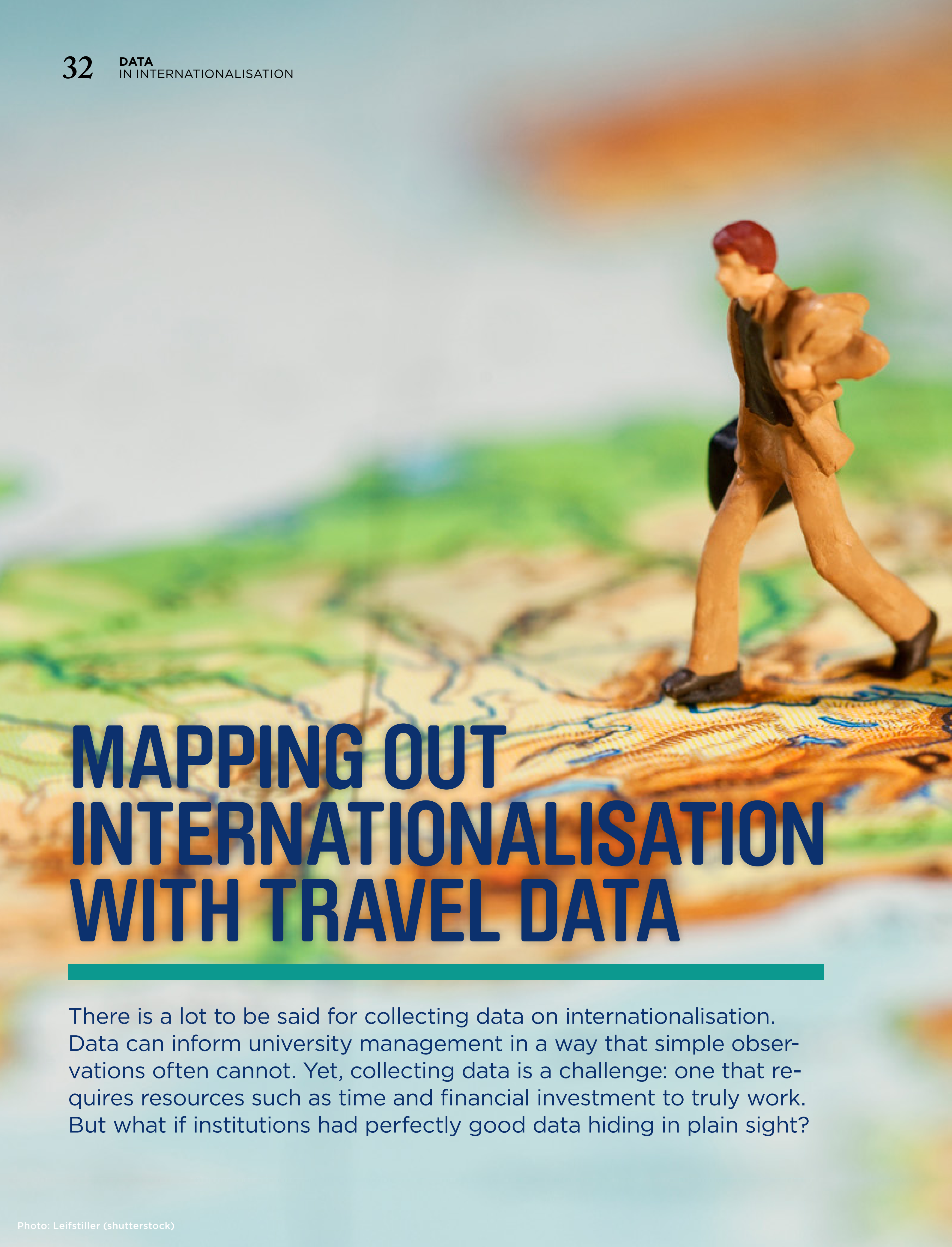
— MATT GREIG



Notes:

1. http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf

2. A quote from Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind.* Chicago: University of Chicago Press, pp. 5–6.



MAPPING OUT INTERNATIONALISATION WITH TRAVEL DATA

There is a lot to be said for collecting data on internationalisation. Data can inform university management in a way that simple observations often cannot. Yet, collecting data is a challenge: one that requires resources such as time and financial investment to truly work. But what if institutions had perfectly good data hiding in plain sight?

Photo: Leifstiller (shutterstock)

The strategic development of international affairs in universities depends on information about the present and ideally the past. While data about centrally monitored activities – such as *memoranda* of understanding with partner universities or incoming and outgoing students – is usually at hand, information about the international involvement of individual faculty members is scarce. Collaborations between researchers and their international colleagues are a core element of international activities, but universities often do not learn about them systematically, especially in early stages. Information is often shared on a personal basis, but this approach has its limits – the larger the university, the more difficult it is to keep track of the international activities of several hundreds or thousands of researchers.

USING EXISTING DATA

It is, however, possible to systematically exploit existing data which is managed by the central administration, but is not being used for this purpose. This new approach focuses on faculty members' mobility, which is a manifestation of international relations. In today's world, we do not have to travel in order to collaborate, but it could be argued that mobility is still a good indicator of a researcher's professional network. More importantly, the data is there, ready to be used. Many universities nowadays manage their staff's official trips electronically and store the accumulated information in databases. In these databases, all information from the travel authorisation requests and travel expense reports is stored. These databases do not have to be restricted to administrative purposes, such as financial reports, but can also be used for strategic internationalisation.

DISCOVERING POSSIBILITIES

The possibilities of analysis and application given by a university's travel database are manifold. Such databases typically contain detailed information about the individual who travelled (name, academic career level, professional status), affiliation within the university (department, faculty), the travel schedule (start and end date of the trip, destination(s) at the city level), and maybe even the purpose of the trip. With these variables, it is possible to gain a rich insight into the staff's global involvement.

> Mobility is still a good indicator of a researcher's professional network

Let us assume the database to be analysed contains all international trips of all faculty members over the past twelve months. One first simple exercise would be to count all destinations. European universities would see a strong focus on the continent and could understand which European countries are most often visited by their staff. The same would be possible for all other continents, regions, countries and cities worldwide. This would provide the university with a clearer understanding of which countries and cities are important destinations for their faculty members. Moreover, the data could be used to find out whether a faculty member has connections to a foreign university that has made contact with the university's leadership.

RICH DATA

Information about destinations could be enriched by the duration of stay, assuming that long stays are related to substantial collaboration. This analysis could reveal which places are visited often and for at least a certain number of days. It would also be possible to compare travel activities across the university's units, for example which faculties have the most mobile members compared to others. And by including the academic career level to the analysis, it could be shown in which departments or faculties young researchers are able to travel and where it might make sense to create additional opportunities.

The purpose of the trip is especially useful for a meaningful interpretation. An example: if the analysis shows that the largest number of trips from the department of sociology led to Prague in the year 2015, this could mean that there is a strong link to colleagues at Charles University. Here, the information about the travel dates and the purpose of the trip would come into play: a more in-depth analysis could show that these trips took place in August 2015 and the purpose of these visits was the 12th Conference of the European Sociological Association. It becomes evident that the faculty members travelled there to participate in the conference.

Yet maybe the second most often visited city was London and the purposes indicate 'invited talk and meetings with colleagues' and 'preparation of third-party funding proposal' and 'finalisation of journal article'. This could point to the fact that the sociologists appear to have one or various substantial collaboration projects going on in London. To enrich information in the database and facilitate future analyses, additional information about the trip could be queried directly from the faculty members, for example through the travel authorisation request form. It would, for instance, be possible to ask about different types of trips or the names of the institutions visited.

By analysing the mobility of researchers, we can gain rich insight into their relations to places

LONGITUDINAL TRENDS

Analysing mobility data from one year allows a rich insight into the current situation. But this gain of insight can be taken much further by taking into account data over several years, if available. An analysis of researchers' mobility over time adds a powerful new layer and can reveal stability and developments of the university's international relations. For example, it could show strong ties between a department and a region or city, which would probably be reassuring. Yet the identification of trends would be even more helpful. If mobility towards a country increases, this is probably a place where the respective faculty or even the whole university is – literally – moving towards. This knowledge would allow the university management to make strategic decisions, *eg* whether it wants to establish strategic support to strengthen this development. And if the university observes that its relationships with a country are declining, it can decide whether it wants to counter this trend.

CONSIDERATIONS

This short introduction has focused on the potential of this approach, whereas political questions and technical feasibility would have to be addressed before implementation of this idea at a university. Privacy is surely one major point. At most European universities, it would probably be politically delicate to analyse travel data on an individual level or, depending on national data protection laws, it might not be allowed at all. One way to solve this would be to aggregate the level of information to departments or faculties, as we have done in the examples in this article. This way, smaller units of the university could be compared whereas individuals would remain anonymous within their unit.

The analysis of large data sets can be a very powerful tool to uncover patterns that have been invisible before. By analysing the mobility of researchers, we can gain rich insight into their relations to places – and probably colleagues – around the world. Yet we have to keep in mind that such an analysis cannot replace the personal contact to the researchers. The data analysis can illuminate the larger picture, but it is the individuals who know the background and personal story of their trips abroad. We have to include researchers in this process in order to learn about the actual story behind their mobility and their future intentions. By combining data analysis and personal contact, we can gain the full picture. It is on such a comprehensively informed basis that university management can best develop strategic programmes to strengthen the internationalisation path of the institution and its members.

— DAVID GLOWSKY

EVIDENCE-BASED INTERNATIONALISATION

To advance internationalisation efforts, universities are increasingly looking at facts and figures to assess their current state and determine goals. While this is true for key internationalisation indicators, such as student numbers or publication outputs, such an assessment is especially important when introducing and verifying new structures to support internationalisation processes. Freie Universität Berlin is taking data collection into its own hands.

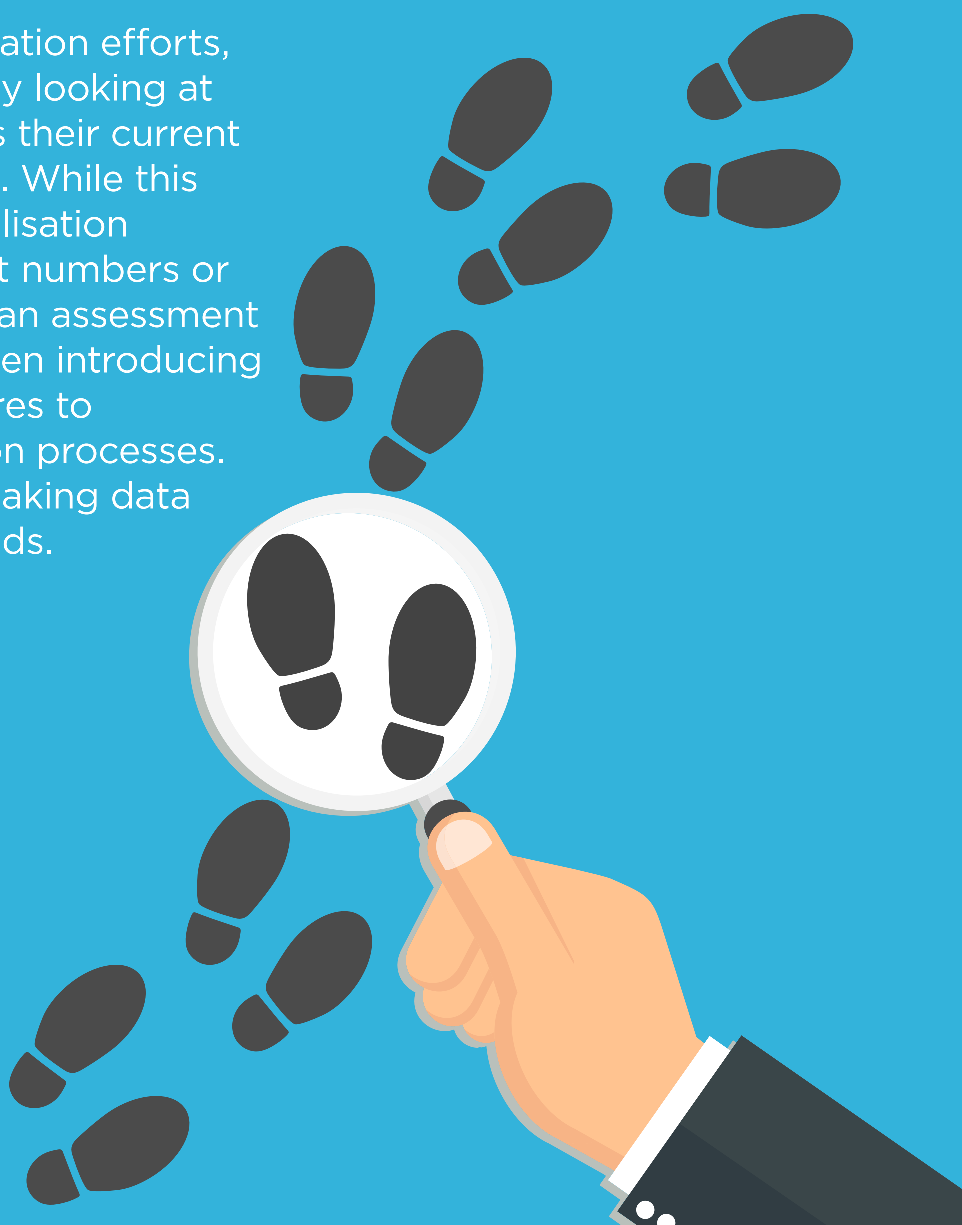


Photo: ByEmo (shutterstock)

From 2005 – 2010, Freie Universität Berlin (FUB), Germany, established a total of seven liaison offices in crucial regions to support its research and teaching. The liaison offices are one of the main tools and the physical manifestation of FUB's international efforts, embodying the university's internationalisation plan in the most concrete way possible. In 2015, the offices were evaluated in order to assess their strengths and to use the results to systematically develop the internationalisation of the entire university. The processes, the definition of indicators and the results reflect FUB's wider internationalisation policy, and results of the evaluation would therefore be of tremendous help for future development.

STRATEGIC GOALS

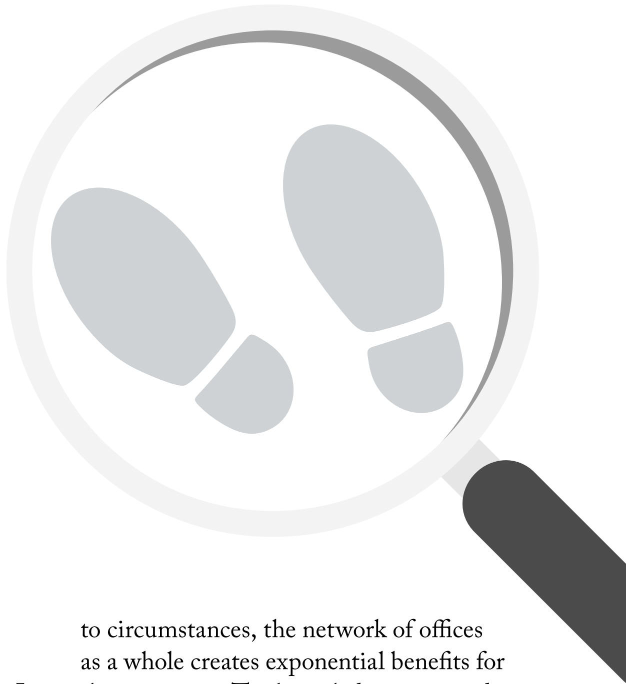
International visibility is one of the aims of internationalisation. To this end, FUB established the global network of liaison offices in order to reach its strategic goal of becoming Germany's 'international network university'. Currently, the university has seven offices in Brazil, China, Egypt, India, Russia, the USA and Brussels, which are a visible sign of the its successful internationalisation and serve as embassies for promoting FUB's research and teaching in the respective regions. Our liaison offices are fairly small operations – with a maximum of two staff – but offer an extensive portfolio of services. They develop and manage university partnerships, support research, advise and recruit potential undergraduate and graduate as well as PhD students and academic staff, strengthen the alumni network, offer services to FUB students and staff in the region, and promote FUB's research. The offices are supervised by a central unit within the university president's office and under the auspices of the vice president for international affairs.

> One of the fundamental challenges of the evaluation was the fact that there was no methodological blueprint to follow

This network of liaison offices is one of three larger measures for strategic internationalisation, which aim at making good use of the university's international network to increase the quality of learning and research. The number and range of tasks of the offices, as well as their regional coverage, are unique in the German higher education landscape. The main intention of the systematic evaluation of the liaison offices was to assess the quality of the offices' work and further develop their tasks and processes. Knowing how the processes in these offices function, whether the measures developed are successful, how they are used, and whether they are effective were not only relevant for the offices themselves, but also as a starting point for a reflection on overall internationalisation processes. The university saw the evaluation as a learning opportunity: are the offices known within the university? Which channels of communication are successful in approaching potential doctoral students? How do the university's scientists make use of the services provided? What do international partners see as important tasks for the offices? How can services be designed to meet researchers' needs?

THE EVALUATION PROCESS

As internationalisation is not a goal in itself but a means to the end for improving the quality of research and teaching, evaluating its success cannot be reduced



to the percentage of foreign students, or the number of active university partnerships. We based our evaluation on what has become known as 'programme process evaluation'. The main questions guiding the evaluation were: how well did the services of the liaison offices reach their target population? To what extent do the services provided by the liaison offices comply with the internationalisation goals of the university? What are the country-specific strategies of the liaison offices to promote internationalisation? One of the fundamental challenges of the evaluation was the fact that there was no methodological blueprint to follow due to missing evaluation endeavours in this field.

In this pursuit, it seemed reasonable to take the perspectives of different stakeholders into account. We decided on a mixed-methods approach and applied both quantitative and qualitative methods. In a first step we conducted a standardised web-based survey among the two most important stakeholders: the researchers and teachers of FUB – as important recipients of the services – and the strategic collaboration partners in the target countries. The latter consisted of local researchers and administrative staff in close contact with the heads of the offices.

Both groups were asked the same questions in order to allow for direct comparisons of attitudes and opinions. In a second step we conducted in-depth interviews with all liaison office directors – except Brussels. The aim of the interviews was to generate qualitative information on the country specificity of the everyday work of the offices. We also used the interview material to identify future priorities and tasks and potential threats to the current strategies of the offices. In a third step we computed bibliometric indicators in order to evaluate the frequency and impact of research collaborations between FUB researchers and researchers from the respective countries. The indicators provided important contextual information that enabled us to better assess the empirical results of the questionnaires and interviews. For example, if research collaboration turned out to be weak in one country, a *desideratum* would be either to strengthen research collaboration in this particular country or to shift the focus to another country.

LESSONS LEARNED

In our evaluation, we focused on the role of liaison offices as important promoters of internationalisation. The results of the evaluation proved that, while performances and focal points might vary according to circumstances, the network of offices as a whole creates exponential benefits for the university. The knowledge generated by the evaluation will now be translated into sharpening the liaison offices' profiles and redefining the goals for the years to come. As a learning organisation, FUB will use the results to optimise existing processes as well as to develop new models for internal communication and regional strategies in accordance with the researchers' needs. The learning process initiated now will enable the university to proceed proactively and to remain capable of innovation – vital success factors in the global competition of universities.

The process of internationalisation permeates all aspects of a university. Therefore, assessing the quality of the internationalisation tools at hand helps to improve the daily operations and sets standards which may spread to other areas. The evaluation of FUB's liaison offices posed valuable questions for the further advancement of the university's strategic internationalisation.

— KALLE HAUSS & BRITTA PIEL

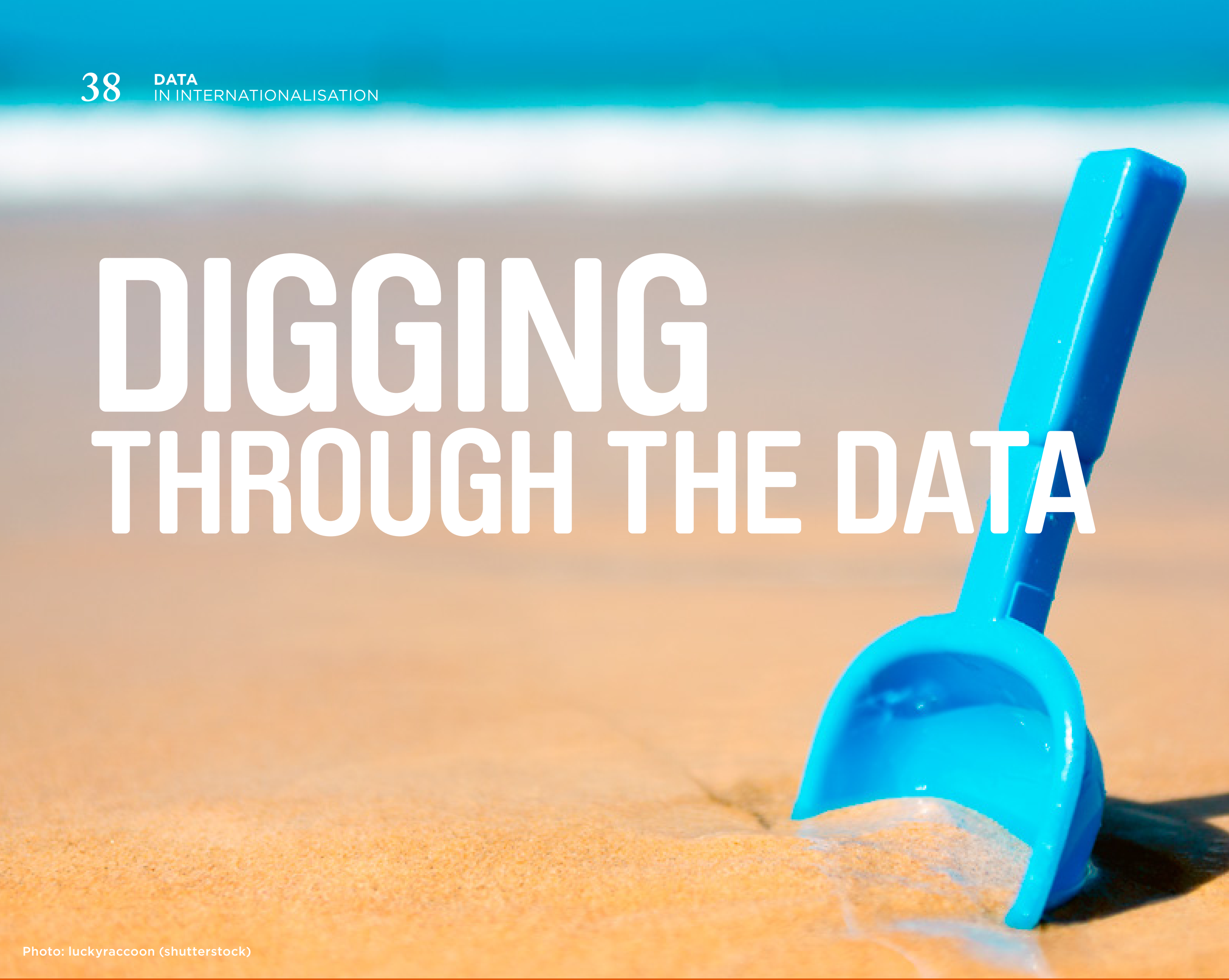
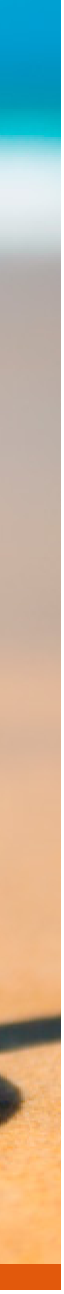


Photo: luckyraccoon (shutterstock)

DIGGING THROUGH THE DATA

For years we have been collecting data on different aspects of higher education. In an era of big data, qualitative standardised data sets are becoming more and more crucial for quality assessment, for impact measurement and for decision making in internationalisation. A tool currently developed by Flemish higher education institutions, called Online Quality Assessment Tool for International Cooperation (eQuATIC for short), sifts through the data to cater to all three aspects.

Although a lot of data are collected by higher education institutions (HEIs), only part of them are used – or *usable* – for policy making. Institutions monitor several aspects of internationalisation and there has been a clear shift from registering merely for the sake of registering to registering in order to gain valuable insights. They have information available on exchange students sent and received, on international degree students enrolled, on PhD degrees awarded to foreign students, on international staff, on international partner institutions, on educational and research projects, on joint-publications, *etc.* The case study on eQuATIC discussed in this article goes beyond the mere collection of data on internationalisation itself. This tool structurally brings together a well-defined set of data that can be used for quality assessment of international cooperation and for decision making on strategic partnerships.



RECYCLING DATA

At Ghent University the quantitative target of 25% outgoing mobility by 2020 (inspired by the European goal of 20% mobility) went hand-in-hand with an increasing demand for quality. An important question that came with this more qualitative approach was how to monitor the quality of cooperation, in other words: *'What makes a good partner good?'* The answer to this question tends to be subjective, as each individual professor would answer it in favour of a partnership that he/she is promoting. To move away from this anecdotal evidence, a more objective approach was sought. This is where data came in to play.

An analysis of resources and existing information made clear that a lot of interesting and relevant data was present, waiting to be explored and analysed in a structural way. Unlike other projects where new data sets needed to be created, there was no need for additional questionnaires or data gathering. Besides, reusing this existing wealth of information would limit the extra workload for staff and students involved in internationalisation. This is how the idea behind eQuATIC was born. The data available would serve as a resource for a limited number of (composite) indicators that say something about different aspects of quality in international cooperation.

TRANSFORMING DATA

In order not to get lost in the 'data jungle' and to structure the search for relevant data, guidelines were required. These guidelines offered a clear definition of quality in international cooperation, and consisted of three dimensions: quality of the partner, quality of the information exchange and the impact of the cooperation. For each of these dimensions, data were gathered and indicators were identified. Once the data were identified, based on those three dimensions, a conversion of data into indicator scores resulted in a score sheet with comparable indicator scores for all partner institutions. Through this method, strengths and weaknesses in international cooperation were measured and exposed, and a more objective answer became available to the question of what makes a partner a good. Moreover, it created a level playing field between all partner institutions, as all of them would now be evaluated on the same basis. This analysis is particularly relevant when looking for strategic partners.

One can create a very advanced system based on data, but so long as the background information is unreliable, the results cannot be sound

DRESSING UP THE DATA

It has been proven that the human eye and brain first pay attention to illustrations and graphs before reading text. Presenting data in a visually attractive way helps people to understand what is going on. The importance of data visualisation is clear, but the question of how certain information can be visualised is a challenging one. This definitely also goes for eQuATIC; presenting data in a visually attractive manner is vital for the acceptance and application of eQuATIC by a broad group of users.

Yet graphs and visualisation are not sufficient for engagement, as they do not help in interpreting what lies behind the data. We combine graphs with background information on data and scores in explanatory reports. The visualisation and reports, being the final steps of eQuATIC, are the basis for bilateral discussions with partner institutions. Through eQuATIC, as an online peer assessment tool, reports can be generated about partners and about an institution's own performance as seen by partners, which can then lay the basis for bilateral discussions about quality improvement measures in the cooperation.

DATA QUALITY

Whoever wants to use data will be confronted with one critical issue: the quality of the data. One can create a very advanced system based on data, but so long as the background information is unreliable, the results cannot be sound. Data validation and data cleaning are therefore important. Tools like eQuATIC provide a system of revealing problems and provide an indication of data that are lacking, urging institutions to register and gather the underlying data in a more efficient, correct and cautious way.

Nowadays, everyone produces a lot of information. Some big companies such as Google or Facebook built very successful business models on the information we all produce on a daily basis. At HEIs the time is ripe for embarking on the (big) data ship. The strategic use of information facilitates improved, efficient and less time consuming policymaking. The eQuATIC case study illustrates how data can make our lives easier for tackling the important issue of quality assurance in international partnerships and strategic decision making.

— PAUL LEYS

EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights. Anywhere and at your fingertips! Just grab yourself a comfy seat and start browsing.

15 MAR

A WELCOME SYSTEM FOR INTERNATIONAL STAFF

A lot of time is dedicated to developing appropriate welcome systems for our international students. Isn't it time for international staff to experience the same?

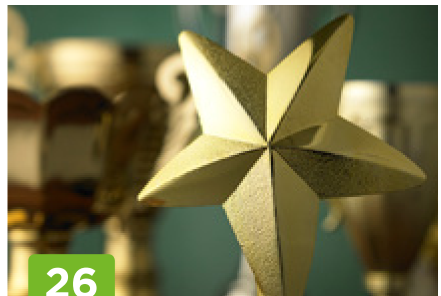
http://ow.ly/dM7Y300QvRy

05 APR

KEY ASPECTS OF EMERGENCY PLANNING FOR ACUTE CRISES

When acute crises hit, our international students and staff abroad are the first thing on our minds. How do we prepare in advance?

http://ow.ly/CAN1300QvHU



26 APR

10 REASONS WHY RANKINGS MATTER IN HIGHER EDUCATION

Rankings may be less surprising every year, but they are still important for a number of reasons – well, for 10 reasons, to be exact.

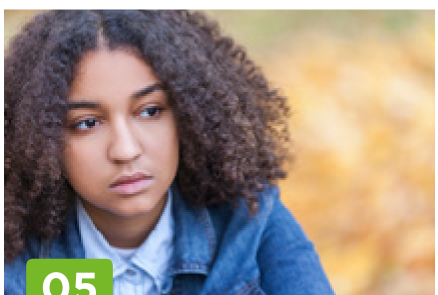
http://ow.ly/k86X300Qvsn

28 APR

NON-EU STUDENT TUITION FEES IN EUROPE

The ever-divisive issue of separate tuition fees for international students takes centre stage again in 2016. But how much are students really being charged?

http://ow.ly/XLNU300Qvk9



05 MAY

'WISDOM' IN INTERNATIONAL EDUCATION GUIDANCE AND COUNSELLING

When it comes to guidance and counselling, students are students, right? Not exactly. International students are required to be much more self-reliant than their local counterparts.

http://ow.ly/pW1h300Qv7K

09 MAY

LEARNING INTERNATIONALISATION STRATEGY: ENGAGING EXTERNAL SUPPORT

Internationalisation strategy is complex. Developing the right path for an institution takes a lot of thought. In this brand new blog series, experts Fiona Hunter and Neil Sparnon teach you what they know.

http://ow.ly/yR6I300QuWg

Photo: CBCK (shutterstock)

THE UK: AN INTERNATIONALISATION SUCCESS STORY

CAROLINE CHIPPERFIELD
British Council

This year, the Annual EAIE Conference is headed back to the UK, where internationalisation of higher education has had overwhelming impact, giving the country – and its cities – a real competitive edge.

PIONEERING SPIRIT

Universities in Britain date back to medieval times, with Oxford and Cambridge taking their place among the world's oldest universities. Today, universities across the country form a rich and diverse ecosystem, at the forefront of new discoveries, world-leading research and innovation, and developing skills for the future. This year, the Annual EAIE Conference is taking place in Liverpool, a youthful and vibrant city, birthplace of The Beatles and well-known across the world for its pioneering spirit, its music and its role as a capital of culture. The city has been home to explorers for over 800 years, and this tradition continues today through its academic connections and reputation for excellence in research. Home to 50,000 students, 10% of the city's population is studying at one of its four universities.

A THRIVING CITY

The city of Liverpool exemplifies the strength of having a diverse and high quality higher education sector – the engine of skills and research for over 36,000 active businesses in the region and beyond. As one of the original redbrick universities, the University of Liverpool is a research-led university and member of The Russell Group.[1, 2] Liverpool John Moores University is a modern civic university founded to revolutionise education in Liverpool and provide opportunities for the working people of the city. Liverpool Hope has a strong tradition of scholarship and research in key disciplines and is the only ecumenical university foundation in Europe.

ANCHOR INSTITUTIONS

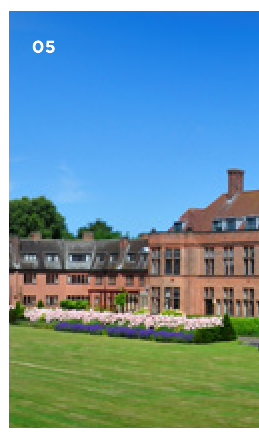
Higher education institutions and universities across the country follow the long tradition of being deeply rooted in their cities. As anchor institutions, they are driven by the social imperative of education, creating hubs of innovation and ideas and playing a powerful role in economic growth. Universities have links to local schools and hospitals and play a key part in the innovation of healthcare and education. Through their students, faculty and research, universities have the global reach to connect their cities and regions with opportunities across the world.

RESEARCH AND INNOVATION

At the heart of universities are scholarship, research and innovation. The UK has a long history in research and innovation, and is one of the most prolific nations on earth for scientific discoveries. Famous scientists such as Newton, with his laws of motion and gravitation, Rosalind Franklin's work on the structures of DNA, and Stephen Hawking and his search for the theory of everything, all originated here. Inventors, too, are made in the UK – exemplified by Sir Timothy Berners-Lee, best known as the creator of the World Wide Web to the RepRap Project (the first self-replicating 3D Printer), developed at the University of Bath.

FUTURE FACING

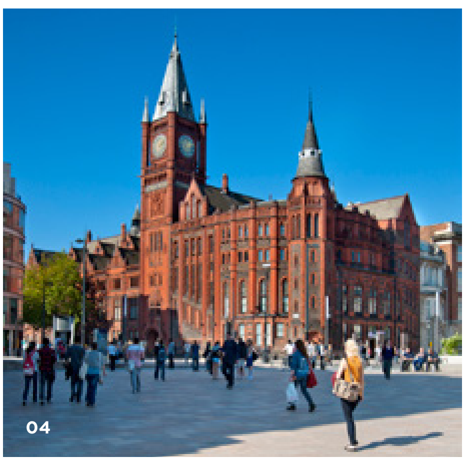
But there is no time for complacency; the UK is focusing research and innovation efforts in a number of priority areas, including the eight 'great technologies': big data, space, robotics and autonomous systems, synthetic biology, regenerative medicine, agricultural science, advanced materials and energy. A new centre for the analysis and application of big data – the Alan Turing Institute – will be at the forefront of data science in a rapidly moving, globally competitive area, enabling first-class research in an environment that brings theory and practical application together.



EAIE Liverpool 2016 university partners

- **01** Edge Hill University
- **02** Liverpool John Moores University
- **03** Manchester Metropolitan University
- **04** University of Liverpool
- **05** Liverpool Hope University

02



04

A new model university for engineering education, known as the New Model in Technology and Engineering (NMiTE), aims to unlock the creativity and drive of Britain's next generation – the designers, builders, problem-solvers and innovators who will shape the future. NMiTE will be located on a new and different type of campus – designed for inspiration, collaboration and a deep connection to the global community.

INTERNATIONAL CONNECTIVITY

Today, higher education is a global endeavour. Universities work in an increasingly borderless environment. One fifth of research and development funding received by UK universities comes from overseas sources – the majority of which (two-thirds) from within the EU. The UK is a top destination for study and research partnership, with one in eight students in UK universities coming from overseas. A quarter of all academic staff in universities is born overseas and this creates an exciting space in which to share new ideas and experiences to spark innovation.

The UK has become a true partner of choice for research collaboration – with nearly half of all UK articles in 2012 resulting from international collaboration. Partnerships are key to success. It is provides the opportunity to work together in order to be greater than the sum of our parts, to tackle global challenges and to help shape the future leaders of the world.

Notes:

1. 'Redbrick universities' is a term originally used to refer to six civic universities founded in the major industrial cities of Great Britain in the 19th century.

2. The Russel Group is an association of 24 public research universities in the UK.

CALENDAR

22–24 AUGUST

20th IEASA Global Conference, Kruger National Park, South Africa

A Global International Higher Education Commons: Evaluating and Imagining the Internationalisation of Higher Education

www.ieasa.studysa.org/#!conference/c37m

24 AUGUST

28th Annual EAIE Conference online registration deadline

Imagine...

www.eaie.org/liverpool

31 AUGUST–3 SEPTEMBER

38th Annual EAIR Forum, Birmingham, UK

Only Connect: Collaboration, cooperation and capacity building through HE partnerships

www.eairweb.org/forum2016/

13–16 SEPTEMBER

28th Annual EAIE Conference, Liverpool, UK

Imagine...

www.eaie.org/liverpool

28–30 SEPTEMBER

24th CEEMAN Annual Conference, Tallinn, Estonia

Management Education for a Digital World

www.ceeman.org/programs-events/24th-ceeman-annual-conference

18–21 OCTOBER

AIEC 2016, Melbourne, Australia

Connectivity – at the heart of international education

www.aiec.idp.com/

5–7 OCTOBER

7th ANIE Annual Conference, Accra, Ghana

Partnership for Knowledge Generation and Sustainable Development

www.anienetwork.org/

5–7 OCTOBER

The Forum for education abroad 3rd European Conference, Athens, Greece

Living Change: Education Abroad in 21st Century Europe

www.forumea.org/training-events/european-conference

19–21 OCTOBER

EADTU: the online, open and flexible higher education conference

Enhancing European higher education; "Opportunities and impact of new modes of teaching"

www.conference.eadtu.eu/

13–16 NOVEMBER

IAU 15th General Conference, Bangkok, Thailand

Higher Education: A catalyst for innovative and sustainable societies

www.eiseverywhere.com/ehome/index.php?eventid=142986&

13–16 NOVEMBER

CBIE's 2016 Annual Conference, Ottawa, Canada

Internationalization for all

www.cbie.ca/50th-annual-conference/

14–18 NOVEMBER

Autumn EAIE Academy, Tenerife, Spain

www.eaie.org/training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