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## **DISCUSSION GROUP ON MEASURING THE RATE OF INTERNATIONALISATION OF AN ORGANISATION**

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### ***INTRODUCTION***

Industry needs int. personnel

World is shrinking

Universities have an aim to internationalise themselves. This is a way to give them a tool to measure their OWN level of internationalisation.

In order to develop int. they have to have some kind of measuring tools to define the consequences of chosen alternatives / ways....

### ***INTERNATIONALISATION OF AN ORGANISATION***

#### Existing practises

In order to be able to measure internationalisation one has to first decide what internationalisation is or what it includes. As internationalisation is a very wide subject and impossible to define as a whole we decided first to list some things related to internationalisation of an organisation. Most of the time this organisation is considered to be University but the things stated can also be applied to for example faculties, institutes and laboratories. List of things related to the internationalisation of an organisation was accomplished by collecting the existing practises and problems for promoting internationalisation in the home universities of the participants. Here are the risen aspects:

Cluj:

- exchange programmes – problem with balance; more people go than come
- co-operation with Best LBG: University gives facilities, Best helps to attract people

Krakow:

- working on recognition and accreditation
- open University for foreigners
- foreign lecturers for intensive courses

- exchange programmes – problem with informing students
- compulsory courses in foreign languages
- scholarships from The Ministry of Education
- problem: no co-operation between faculties inside university

Bucharest:

- exchange programmes (only for technical, economical and law faculties)
- scholarships from university
- information flow through student organisations
- no internationalisation plans
- lazy teachers

Helsinki:

- exchange programmes
- scholarships from university and student union
- international office with organised structure
- internationalisation strategy exists
- promotion of university through internet
- active student union taking care of the foreign students' free time activities
- problem: not enough statistics of international acts (questionnaire coming up)

## Purpose and aims

The purpose of internationalisation for organisation such as university can be seen consisting of three things:

- 1) Provide students with skills needed in working life – market requires more and more international skills
- 2) Help to produce high quality research
- 3) Use as a marketing tool

Stating these purposes is necessary so that a university can define the particular benefits which it aims to gain through internationalisation. These aims are naturally strongly dependent on organisations, but also a general set of aims can be found. We see the aims to be:

Students' skills

- To ensure growing motivation towards internationalisation and self-development
- To inform student of international matters and demands
- To provide student with international skills (e.g. language skills, cultural understanding etc.)
- To improve student's ability to adapt to different situations and circumstances

High quality research

- produce new ideas
- "develop the world"
- produce and spread knowledge and information
- predict the future
- create awareness in and outside university

Marketing tool

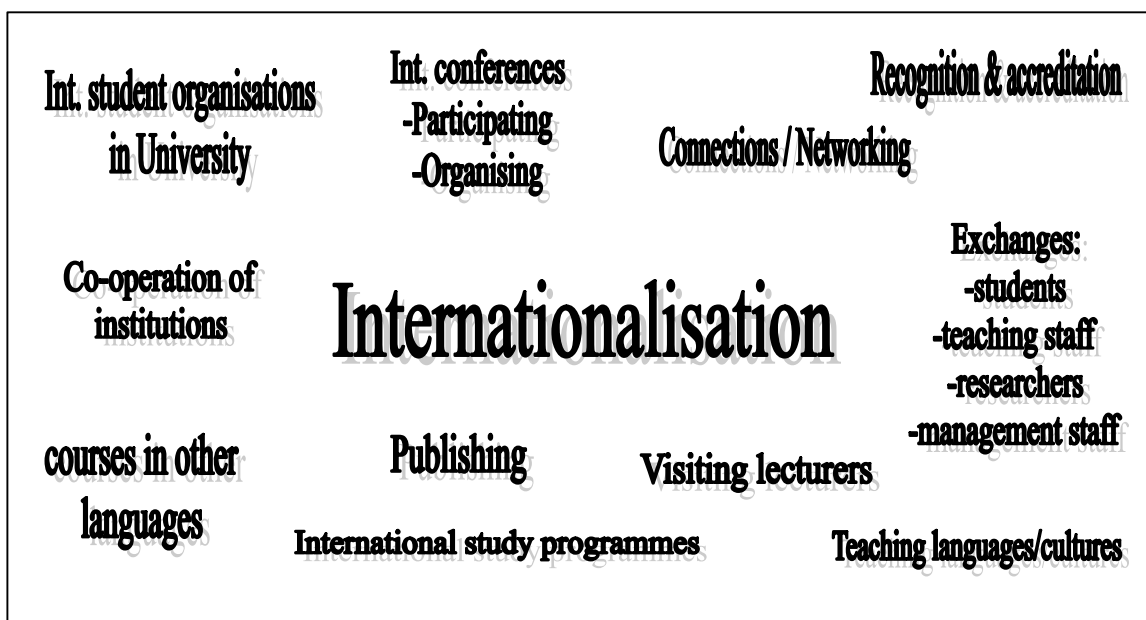
- attract students, researchers, teachers, management staff, industry
- provide prestige and attention

## Tools for internationalisation

Based on the existing practises we also summarised some general propositions of meaningful ways for organisation to internationalise itself and came up with following ideas:

- Increasing the quality of courses
- Increasing the quality of informing people on international matters and internationalisation possibilities
- Encouraging exchange by e.g. giving out scholarships
- Benefiting from peoples' personal international experiences
- Organising more practical activities for internationalisation
- Creating contacts with international companies
- Emphasising the importance of internationalisation
- Creating more interaction between foreign and local students and staff in university

General ways, however, are impossible to evaluate and measure and that's why more detailed tools for internationalisation have to be chosen. These tools can be evaluated and thus at least their changes and the rate of change in them can somehow be measured. The tools have also been derived from the existing practises within universities. Some of these tools are presented in Picture 1.



Picture 1. Tools for Internationalisation of a University

## **THE WHOLE PROCESS OF INTERNATIONALISATION**

Now as we have stated the purpose, aims and tools for internationalisation we can build a model for the whole process. In our model the process is seen as five steps which partly act as prerequisites for each other. In order for university to even try to internationalise it has to reach a certain basic level, which is done by providing students the very basic communication skills.

0. Basic level – communication skills
1. Opportunities provided by university to make personal contacts
2. Organisation's benefits from individuals' contacts

3. University's efforts to offer its own members more international common skills locally
4. Joint co-operation programmes between faculties
5. Marketing by internationalisation

In the first step university provides its students and staff an opportunity to make personal international contacts and this way increase the individual's level of internationalisation.

When university finds a way to gain collective benefit from these personal contacts it has taken the second step. This benefit can be for example promoting university abroad, promoting university's international programmes within the organisation or getting H-Q research produced by an international research team.

In the third step university is internationalising itself and its members by providing the opportunity to gain some international skills locally, with or without personal international contacts. This can be done for example by bringing in foreign lectures or providing courses and programmes in different languages.

The fourth step in university's internationalisation is to establish joint co-operation programmes between subunits e.g. faculties or laboratories of universities from different countries. The idea behind activities like this is to develop the teaching and research with the help of so-called best practises from other surroundings and to produce new ideas through multicultural brainstorming.

With the aid of previous steps university can use the internationalisation as a marketing tool by spreading information, creating a prestige image and so on. This can be considered as the fifth step in university's internationalisation.

## ***EVALUATION OF INTERNATIONALISATION***

We can define a level of internationalisation of a university by evaluating the steps presented in previous chapter and repeated assessment will show the changes in this level. By examining the changes we can evaluate the effect and importance of different tools used for internationalisation. Evaluating the steps can be done quantitatively and/or qualitatively. Although quantitative evaluation is often easier to conduct and process, it is very important to remember also qualitative evaluation. Qualitative evaluation is usually more strongly dependent on the target of evaluation, but for quantitative evaluation some general aids can be formed.

### **Quantitative means for measuring internationalisation in University**

The discussion group made a list of things that give useful information about the organisations level of internationality. These are the things the can or could be measured. Based on this the measurement matrix was created.

What can be measured?

#### **EXCHANGES**

- Number of incoming foreign students
- Time of stay of the foreign students
- Amount of studies done by foreign students
- Number of degrees performed by foreign students
- Number of outgoing local students
- Time of being in the foreign university
- Amount of studies done in foreign university
- Number of degrees performed by foreign students
- The balance between outgoing and incoming students

#### PRACTICAL TRAINING

- Number of people doing their practical training abroad
- Time of the practical training periods abroad

#### TAUGHT FOREIGN LANGUAGES

- Number of foreign languages taught in the university
- Number of English speakers
- The level of English spoken
- Number of students attending to language courses

#### COURSES LECTURED IN ENGLISH

- Number of courses lectured in English
- Number of students in the courses lectured in English
- Number of credits gained from the courses lectured in English

#### ENGLISH STUDY PROGRAMMES AND MODULES

- Number of study programmes or modules taught in English
- Number of students in programmes or modules taught in English

#### FOREIGN LECTURERS

- Number of foreign lecturers
- Number of participants in the courses of foreign lecturers
- Number of willing attendants for the foreign lecturers' courses
- Number of credits gained from the courses lectured by foreign lecturers
- Time spent for lecturing (intensity of the course)
- Number of nationalities of the lecturers

#### INTERNATIONAL PROJECTS

- Number of international (research) projects
- Number of participants in international projects
- Number of associating organisations in international projects

#### INTERNATIONAL CONFERENCES

- Number of organised international conferences
- Number of people going to international conferences
- Number of participants in organised international conferences
- Number of participants nationalities in organised international conferences

#### PUBLISHING

- Number of articles published in the international magazines
- Number of books published internationally
- Number of languages the articles or books are translated into

#### INTERNATIONAL STUDENT ORGANISATIONS

- Number of international student organisations in the university
- Number of members in international student organisations (in local level)

#### SCHOLARSHIPS AND GRANTS

- Number of scholarships or grants awarded according to the international activities
- Total amount of money awarded according to the international activities

QUANTITATIVE MEASURES	Number of people	Percentage of people	Number of nationalities	Number of languages	Number of events, pcs.	time spent	other
Networking	1. 4.	1. 4.	1. 4.	-	institutions 4.	1.	-
Incoming exchanges	1. 3.	-	3. 5.	-	-	1. 3. 5.	% of places available: 5.
Outgoing exchanges	1. 5.	1. 5.	-	-	-	1. 5.	# target countries 1. 5.
Int. study programmes	1. 3. 4. 5.	1. 3. 4. 5.	1. 3. 4. 5.	(5.)	programmes 1. 4. 5.	1. 3. 4.	-
Int. research programmes	1. 3. 4. 5.	1. 3. 4. 5.	1. 3. 4. 5.	(5.)	programmes 1. 4. 5.	1. 3. 4.	-
Organising int. conferences	1. 3. 4. 5.	-	1. 3. 5.	5.	1. 3. 5.	-	% of int. out of all
Participating int. conferences	1. 5.	-	1. 5.	-	1. 5.	1.	-
Courses taught in foreign language	3.	3.	-	3.	3.	3.	-
Foreign visiting lecturers	attending 1. 3.	% students 1. 3.	1. 3. 5.	1. 3. 5.	courses 1. 3.	1. 3.	% of all lecturers: 1. 3.
Published articles and book	5.	5.	5.	5.	5.	-	% of int. out of all
Foreign language courses	3.	3.	-	1. 3. 5.	courses 3.	-	-
Int. student organisations	1. 3. 5.	1. 3. 5.	1. 3. 5.	3.	org's 1. 3. 5.	-	-

The level of internationalisation of a university can be quantitatively defined by choosing the questions that are appropriate to this particular university, weigh their importance and scale the results in a meaningful way. By using this matrix the total points for each step and the whole process can be calculated. This is the starting level for the university and to this level will all the effects be reflected to.

It is very important to remember that the starting levels of different organisations are not comparable since the result depends on the choices university has made.

## Qualitative means of measuring internationalisation in University

The qualitative evaluation is needed in evaluating all the steps but especially the second step since the benefit very often is more or less subjective and impossible to evaluate quantitatively. The things to evaluate qualitatively are mainly the satisfaction and motivation produced by the internationalisation tools.

When for example an international conference is organised it is at least as important to find out the opinions of the participants and organisers than the number of them. Satisfaction should be defined for the tool and the way it was used. Motivation can include motivation to continue using the tool, motivation to promote using the tool or motivation improve the used tool. Measuring motivation or satisfaction is most easily done by questionnaires.

