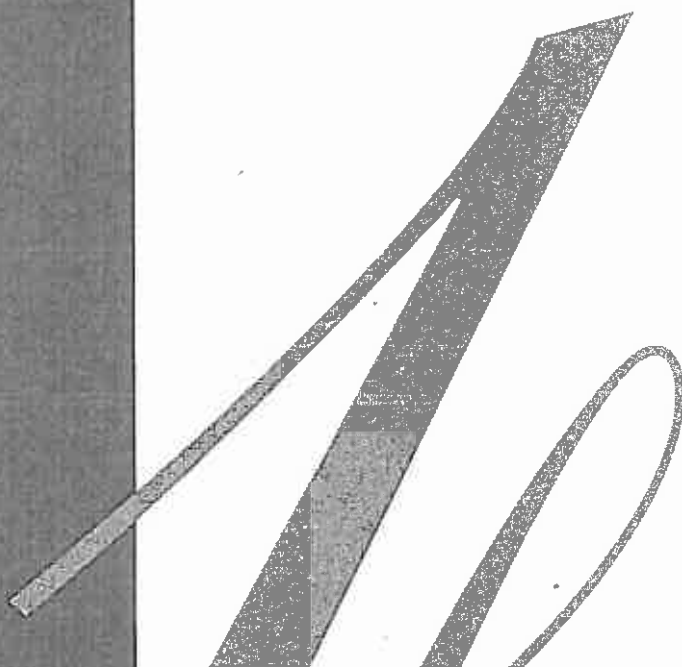


Occasional paper



Outi Snellman (edit.)

**Internationalization
of Higher Education:
Goals, Prerequisites
and Quality Assurance**



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**Internationalization of Higher Education:
Goals, Prerequisites and Quality Assurance**



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1 Introduction

In 1993, CIMO, the Centre for International Mobility in Finland, established an advisory group to promote cooperation between CIMO and Finnish universities. The group consisted of a number of international relations managers from the universities and two members from CIMO. Dr Kirsi-Marja Marnela from the University of Tampere was invited to chair the group.

In its discussions, the group emphasized that the goals for the internationalization of Finnish higher education had been set mainly in quantitative terms, with very little focus on quality implications: a total of 5,000 university students, or some 20% of the annual intake, were to spend a part of their degree studies in an institution abroad each year. Quality in internationalization had not received much attention, and student mobility was generally seen more as an end in itself than as a means - one among many - to improve the quality of education beyond the context of the individual student's experience.

The advisory group felt that at a time when all higher education is expected to produce improved quality at reduced cost, it is essential that internationalization, too, be scrutinized for its potential impact on the quality of the education university students receive and the quality of the end product: the university degree.

Clearly defined objectives are a prerequisite for assessing quality and performance in international education. The advisory group organized several seminars and workshops involving different levels of administration and academia, with the aim of discussing qualitative goals for international education.

These goals then had to be linked to a larger context: What does an institution have to do to realize these goals and act in keeping with good international practice? This publication describes the goals and their implications for institutional policy, and provides some guidelines for implementation. In addition, it details the impact of quality assessment in international education at the level of the individual institution.

The work which the advisory group had begun was continued in a CIMO project group with Dr. Lauri Lantto, Director of CIMO, Dr. Iris Schwanck, Deputy Director of CIMO, and Outi Snellman, Director of International Relations at the University of Lapland. A series of indicators was developed for the qualitative assessment of international education, and the role of internationalization in national and institutional assessment procedures was discussed in different fora.

These guidelines were sent to all universities in Finland for comments in spring 1995, and the response was encouraging. The universities were committed to internationalization and shared an urgent need to start assessing the quality of their activities.

The purpose of the project is to help set a certain minimum standard for international education activities, and to encourage debate on the international aspects of higher education from a quality conscious perspective. Throughout the process, the key issue is seen to be the impact of internationalization in the education itself. Earlier, discussion had often focused on the impacts of mobility on the exchange students and teachers, and on the changes in education as the institutions accommodated to the mobility, i.e. student support services, special programmes for international students etc. But what is the role of internationalization from departmental perspective? The starting point in the process described above, and in this publication, is the key role of the teachers in bringing about quality: it is through the international interaction of the academic community relating to teaching and curricula that quality is achieved and maintained.

In research it is taken for granted that the international research community will determine the direction for development and set internal quality standards. Without an international dialogue, research is not tested against these standards.

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Education and teaching are outcomes of research, but they have earlier formed a far more closed community. With the global, organized internationalization of higher education, a new kind of international community is being developed, - an international community of teachers who not only discuss their research but also curricula and teaching. Through this interaction, a change towards a more international classroom is being brought about. And it is the international academic community that is setting the standards for teaching and education, and in itself is acting as a form of quality assurance in education.

As this publication is the product of what was originally a national process, it often refers to the Finnish higher education sector. The editorial team hopes that many of the ideas and conclusions in the publication may, however, be applicable elsewhere in Europe and even beyond.

2 Internationalization of education as part of the overall institutional strategy

In the midst of rapid internationalization, universities are adopting a new management culture in which strict resource and regulation management has been replaced by performance-based management. Goals for internationalization are agreed upon annually and revised in accordance with changes in the operating environment. Activities are assessed regularly and successful performance is rewarded. The objectives for international education must therefore be an established part of the overall strategy; that is, the university must define the points of focus and operating principles of its international activities according to its institutional profile. One vital prerequisite is a commitment to these goals and principles on the part of the university management, research and teaching staff, and student body.

The new educational programmes of the European Union require that universities develop a distinct European strategy. A solid financial commitment is required if institutions are to secure the funds available for European education and research projects as well as regional development. On the strategic level, it is essential to define priorities for educational cooperation in Europe. The institutional European strategy should form only one part of a broader strategy for internationalization, in which other areas and opportunities for cooperation are also recognized.

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3 Objectives and prerequisites for international cooperation in education

A crucial prerequisite for successful international cooperation is that qualitative goals have been clearly set. In the following section, some goals for the internationalization of higher education and the means to achieve these will be discussed. The goals emphasize the significance of interaction between institutions and teaching staff, and the role of exchange programmes in creating and maintaining this interaction. International interaction is seen as a prerequisite for internationalization and the qualitative improvement of education. The overall goal of international cooperation in education can be summarized as follows:

A university should promote international cooperation and interaction in all aspects of its work, with the goal of ensuring that its research and instruction are recognized and considered competitive internationally, and that the degrees it offers prepare competent graduates who are able to work successfully in an increasingly international, multi-cultural society.

International education, including student and staff mobility, must become an established part of the university's educational mission; developing cooperation is tantamount to improving the quality of university research and education. The achievement of goals set for internationalization must be taken into account in assessing university operations and in implementing incentive programmes.

Research and instruction are often entirely separated when speaking about internationalization. International contacts among researchers are frequently limited to the research interest at hand and are not always exploited in the broader context of educational cooperation. At its best, however, international higher education is built on research contacts. This basis assures that all units in the university are committed to cooperation at all levels, and that their partners represent the standard of quality which the institution wants to maintain in education and research. Cooperation in research often gives rise to cooperation in education; equally often, educational cooperation creates a basis for fruitful cooperation within research.

3.1 Internationalization of undergraduate education

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The objective of internationalization is to improve the quality of university teaching and education. Internationalization has an effect, on the one hand, on the individual student - on his or her study experience, knowledge, skills and success - and, on the other hand, on instruction and degrees at the department, university and national levels. Improving the quality of university education through internationalization has repercussions for course syllabi, the quality of the whole studying experience, and the competitiveness of the degree in an increasingly international environment.

One of the most effective means of internationalizing undergraduate education is through organized student and teacher mobility. The active involvement of research and teaching staff in educational cooperation through international networks ensures that the qualitative criteria for instruction and the procedures by which quality is assured are elaborated within the international academic community. Cooperation and interaction within the framework of exchange programmes strengthens the educational community. However, achieving the necessary interaction requires that the number of students studying abroad, for a 3- to 12-month period, corresponds to 25% of the annual intake. Reciprocity is an essential part of the interaction. In the exchange programmes, studying periods of at least one academic term are preferred; the impact of the experience on the student is more profound and more permanent.

In this context the word 'exchange programme' is used in a broad sense to mean all organized exchanges requiring a commitment of resources on the part of an institution. Such exchanges include the universities' own networks and bilateral programmes, in addition to international programmes.

Following is a list and brief description of the means for internationalizing education and curricula. These can be seen as prerequisites and educational challenges which a university must attend to if it is to succeed in internationalization.

Active participation in international mobility programmes

University units should actively seek international educational cooperation programmes which offer the resources needed in the start-up phase of personnel exchanges and which enable teaching staff to participate in cooperation networks. The best-known programmes are SOCRATES/ERASMUS, LEONARDO, TEMPUS and NORDPLUS. Universities can also make bilateral cooperation agreements, build networks of their own or consortia of cooperation. Within the scope of such programmes, funds are normally granted for the following activities: the exchange of students, teachers, trainees and experts; joint intensive courses; the production of teaching material; the exchange of publications; distance education; and joint productions and exhibitions.

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Flexible degrees and flexible transfer of credit

Internationalization requires a certain flexibility whereby degrees may include a range of elective course modules completed either at the student's home institution or abroad. Internationally competitive degrees are also, to an increasing extent, multidisciplinary.

Credit for course work completed abroad is determined through a mutual agreement of the relevant teaching and administrative staff at the participating institutions. It is not possible to develop automatic systems for credit transfer, but universities should develop clear and systematic practices for granting credit and make these known to cooperating institutions. The European Community Course Credit Transfer System (ECTS) represents an attempt to establish uniform practices within Europe governing credit transfer, course equivalence, and descriptions of programmes of study. ECTS is not an automatic credit transfer mechanism, but rather a tool to facilitate the process.

Instruction in foreign languages

For a country like Finland, whose language is one of the truly small languages in Europe, arranging instruction in a foreign language is a prerequisite for student and teaching staff mobility and for participation in international education programmes. Instruction given in a foreign language also promotes the internationalization of all degree students, not only those participating in exchange programmes. International teacher and researcher mobility can provide a significant resource in arranging such instruction in other languages.

Separate programmes for foreign students are often the flagships of international education at host universities; students apply for these programmes through centralized systems without the active involvement of the teaching staff at their home universities. In contrast, degree courses taught in a foreign language require close cooperation between the teaching staff of the host institution and their foreign colleagues in cooperation networks; this cooperation ensures that students are duly informed of the course offerings and encouraged to apply to the appropriate unit at the host university.

6 Courses taught in a foreign language should, as far as possible, be integrated into the existing degree programmes in order to internationalize the classroom and course content. Separate international study programmes or degrees for international students may increase feelings of social isolation among foreign students.

Organizing interesting and high-quality international intensive courses and seminars also increases the internationalization of course offerings for a university's own students; this always requires an active commitment on the international level by the staff. Short courses also make it possible to use foreign teachers and researchers in a more effective way.

International curricula

According to the OECD definition (CERI/IEA(94)2), internationalized curricula include one or more of the following elements:

- Curricula dealing with an international topic (e.g., international relations, EU law)
- Curricula in which the traditional national curriculum has been extended to include international comparison (e.g., comparative education)
- Curricula training students for a certain international profession (e.g., international business economics)

- Curricula in foreign languages which train students in inter-cultural communication skills
- Multidisciplinary curricula covering certain regions (e.g., Arctic studies, Baltic studies)
- Curricula aiming at an internationally recognized professional qualification
- Curricula aiming at joint or double degrees
- Curricula containing a compulsory period of study at a foreign institution
- Curricula especially designed for foreign students.

Considerable differences may exist in the nature and extent of the international content of courses, depending on the field of study - though the methods and theories in all fields are international. Visiting teachers and students from foreign universities, as well as permanent foreign staff, contribute to internationalizing the curricula.

EU education programmes make use of the term 'European dimension'. This refers, on the one hand, to the information on European integration or European countries, languages and cultures to be included in the students' degrees, and, on the other hand, to the promotion of international interaction and mutual understanding, e.g., by means of student and teaching staff mobility. European and comparative components cannot be added to the curricula in all fields; in these cases, the European dimension largely consists of Europe-wide interaction in education within the framework of educational programmes. One of the main objectives of the EU's SOCRATES programme is the inclusion of the European dimension in all degrees; in the future, universities wishing to participate in the programme will be required to specify in what respect their degrees are international and European in content.

Diversity of teaching methods

The internationalization of education requires the use of innovative teaching methods as well as a commitment to developing problem-centred approaches and methods that tap the student's own initiative. The possibilities of modern teaching technologies and distance learning should also be explored. Teachers should be offered an opportunity to develop their qualifications so that the instruction they offer is suited to an international and multi-cultural audience. The use of telematics and data networks should be expanded to complement contact teaching. Versatile libraries are becoming more and more important as foundations for independent study and as nodes from which the student can obtain the knowledge needed in his or her studies.

Recruitment of foreign teaching staff and students

An effective way to internationalize education is the active recruitment of researchers, teachers and talented students from abroad. Flexible employment systems must be developed for hiring foreign staff to make universities competitive. In addition, universities must concentrate on the foreign staff's social integration in the community. The universities' existing international research and teaching personnel, as well as postgraduate students, should also be used in undergraduate education.

The recruitment of postgraduate students must be international in order to attract talented students from all over the world. Recruitment should be complemented by scholarship programmes expressly intended for foreign students.

Language instruction and cultural training for students

The choice of languages offered as part of the undergraduate degree should be extensive for all students, and language instruction should also be offered in the form of voluntary courses in less common languages. In addition to language instruction, students should have training in intercultural communication and cultural awareness.

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The internationalization of education also requires high-quality support services, scholarship programmes, and effective communications and marketing; equally crucial are the continuous monitoring and evaluation of international educational cooperation and its support systems. These topics will be discussed in greater detail below.

In the internationalization of education, additional resources are needed to offset increased expenditures especially in the following areas: the costs incurred in the teaching staff's international activities, increased instruction in foreign languages, the development of support systems, increased personnel training, increased costs of language checking and translation, scholarships for students, and expenses for foreign recruitment.

The need for cooperation among universities is being emphasized at a time when it is difficult to increase the resources needed for internationalization. However, universities should also seek national cooperation partners not only to achieve cost effectiveness but also to increase the quality of their course offerings. Furthermore, it is essential that the national agencies and organizations cooperate with universities effectively in providing centralized services for

internationalization as well as training for university staff in management of international education activities.

3.2 Internationalization of postgraduate education

The objective for the internationalization of postgraduate education is the improvement of the level and quality of research and instruction in universities so that graduates have the qualifications both to do high-level research and to act as part of the international research and educational community. The principal means of achieving these aims are the following:

- Active participation in both international education and international research programmes
- Effective use of international funds,
- Active recruitment of research and teaching staff and postgraduate students from abroad
- More effective commitment of postgraduate students to research groups.

Study abroad also has a central role in internationalizing postgraduate education: all students in postgraduate programmes should complete part of their studies abroad. The development of postgraduate studies also requires scholarship systems that strengthen the postgraduate students' possibilities to study abroad and the teaching staff's participation in international cooperation. With research funding becoming international and the competition between research groups becoming more intense, a university has to invest in obtaining information about research funds and the relevant support services.

Present means and measures to internationalize postgraduate education are still insufficient. If objectives are to be met, the required resources should be taken into account in the financing plans for research and postgraduate systems. In the internationalization of postgraduate education, resources are needed especially in the following areas: increasing international interaction between research and teaching personnel, costs of international research cooperation, information about international research financing, support services in project management, scholarships for postgraduate students and the costs of foreign recruitment.

3.3 Development and support services

A commitment to internationalization requires of the universities that they allocate sufficient resources for development and support activities. The basic services for cooperation in research must be in order if researchers and institutions are to derive full benefit from research programmes. In the best cases, international education and research cooperation form a seamless entity in which support activities and planning reinforce one another. In the following section, the most crucial support activities required for internationalization are described briefly.

Support systems for managing international education programmes

Although the actual work in internationalization takes place in faculties and institutions, centralized planning and follow-up is needed. This need has become all the more apparent in the new SOCRATES programme; to participate in the programme, universities must pursue a consistent European strategy and commit themselves financially to implementing it.

Following are some of the basic responsibilities which must be dealt with. Generally - especially in smaller universities - these are concentrated in an international relations office.

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- Disseminating information on programmes, requirements for joining these programmes, and financial aid; organizing application procedures
- Giving aid to faculties, departments, teachers, and researchers in planning their activities and in drawing up the necessary applications
- Coordinating and reporting on mobility programmes
- Coordinating the financing of international programmes
- Paying, monitoring and reporting on student scholarships
- Gathering and publishing information on the progress of internationalization and mobility programmes
- Providing general information on study abroad
- Coordinating the application procedures for foreign students
- Organizing assessment procedures related to international educational cooperation.

Student welfare and cultural training

In joining programmes, universities commit themselves to offering a well-organized system of services to international students, teachers and researchers. These services include:

- Welcoming and providing orientation for foreign students and staff before and on arrival
- Advising foreign students and staff on matters of student welfare and helping them with practical problems
- Arranging pre-departure orientation and re-entry orientation to their own exchange students
- Assisting international students and visiting staff with housing
- Keeping in touch with student unions and other student organizations training student advisors and working with them in organizing leisure-time activities for foreign students, teachers and researchers
- Organizing activities for foreign alumni and keeping in touch with foreign students after they have returned to their home countries
- Handling contacts with officials regarding permits and regulations.

Universities should have sufficient staff trained to advise foreign students. This staff should ensure that foreign students, in both degree and exchange programmes, receive the advice and assistance they require in matters of student welfare. At their best, university student welfare services are based on smooth cooperation between the international relations office, the faculties, the student union and relevant organizations in the surrounding community, as well as the national policy and service organizations.

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Language and culture studies for exchange students and as part of university staff training

All members of the university staff should be able to work in at least one foreign language and function in the increasingly international atmosphere of the workplace. Universities should offer staff ongoing opportunities for professional development in the following areas related to European integration and internationalization: language training (extensive choice of languages), meeting and negotiation skills, intercultural communication, cultural awareness. Staff who teach their courses in a foreign language should be given the opportunity to improve their language skills and other aspects of their ability to teach in that language. Students going abroad to take part in exchange programmes should be offered the necessary linguistic and cultural training. Likewise, incoming foreign students should have an opportunity to take courses in the language of their host country.

Scholarship programmes

Internationalization in education cannot succeed without working systems of financial assistance on both the national and international levels; international

activities and objectives must also be taken into account in planning a university's own grant programmes. A university should duly inform students of the national and international forms of aid available; and in planning its own financial aid system, it should take into account the need for the following forms of financial aid necessitated by internationalization:

- Grants to its own exchange students
- Grants to foreign exchange students
- Grants to foreign teachers
- Grants to its own teachers for work at a foreign university
- Grants for planning and starting up educational cooperation
- Grants to foreign postgraduate students
- Grants to postgraduate students for study abroad.

Communication

Communication is essential on a number of different levels in international educational cooperation: starting up and maintaining activities requires the dissemination of information both internally and externally, as well as active marketing. International programmes generally necessitate a liaison at a university who is responsible for making information available within the institution. In order to survive in an increasingly competitive international environment, a university must effectively and truthfully inform the public of all its activities - including its international commitments and highlighting its particular strengths as an institution. A university must also see to it that all information related to the university, and especially its international activities, is kept up to date in international study guides and information networks. Communications within universities, as well as nationally and internationally, should take advantage of the opportunities offered by electronic information networks (databases, WWW, etc.)

Communication in international educational cooperation comprises the following:

- Information within the university on programmes (e.g., application procedures)
- The compiling of study guides necessary for internationalization (e.g., guides for foreign applicants and exchange students)
- Materials describing university offerings (e.g., courses taught in a foreign language, research and expertise directories, general brochures, databases)
- The marketing of the university internationally
- The university's external contacts with other institutions in matters related to internationalization
- The publicizing of university activities internally, nationally and internationally.

Information systems

One consequence of a university's commitment to internationalization in education is that it must make international activities an integral part of its work and its information systems. A university should be able to inform the general public of its international activities and their extent. In addition, the university administration and national officials require a constant flow of reliable information to aid them in decision-making.

Successful student and teacher exchanges also require flexible and efficient information systems. At the very least, the following information should be available:

- The number of foreign students at the university
- The number of exchange students at the university and student mobility outside of established programmes
- The university's cooperative exchange agreements and programmes
- The resources spent on international educational cooperation
- Courses and credits completed by foreign students
- Credit received by the university's own exchange students for studies completed abroad
- Visiting teachers and researchers
- Visits abroad by the university's teachers and researchers
- University membership in international organizations.

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Wherever feasible, universities should strive to incorporate the information systems relating to internationalization into their other information systems. Gradually, the most important statistical information on international education should be made a permanent part of the national information systems describing university activities. Comprehensive long-term information on internationalization among universities is needed in assessing activities, carrying out research, making reports on the impact of internationalization on a university, and on the career development of students who have taken part in its international programmes.

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4 Resources

Internationalization of education and the related services require that universities make a serious commitment to mobility and exchanges and appropriate resources accordingly. Activities must be properly funded: there must be enough properly trained and motivated staff to handle international relations; other resources must also be allocated to internationalization activities in sufficient

quantity and on a long-term basis. International education programmes such as SOCRATES do not guarantee sufficient long-term funding; instead, the universities themselves must be prepared to fund international activities on a permanent basis.

The internationalization of undergraduate and postgraduate education requires permanent funding of the following:

- Arranging instruction in a foreign language; international courses
- Financial aid for students participating in programmes
- Financial aid for teachers participating in programmes; funds to hire replacements
- Grants for postgraduate study abroad
- Travelling and other expenses connected with programme planning
- International communication and marketing
- Housing for visiting teachers
- Support services
- Information and project management for international research funding
- Language and cultural training
- Staff training
- International recruiting.

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5 Quality assurance

Universities are required to operate efficiently and profitably. The annual intake of students has grown to the extent that an increasingly larger percentage of each age group receives some form of higher education. New management systems have brought demands for permanent self-assessment to assure the quality of university activities. A clear quality assurance model must be created for international cooperation as well; its objective should be to ascertain whether the results of a university's international activities have been beneficial and consistent with the goals established for these activities.

Assessment is also necessary inasmuch as there are threats associated with internationalization: e.g., overemphasizing an international orientation at the expense of regional or national priorities; constant flux in the student community due to extensive student mobility; the effect of extensive teaching in foreign languages on the quality of teaching and learning outcomes; language difficulties; the effect of difficulties in adjusting on learning and dropping out; decline in a university's control over its standards with as many as 30% of its students are

studying abroad for a substantial part of the time they are enrolled; and the effect of a university's choice of partner institutions on its reputation.

In international usage, assessment of exchange programmes and other cooperative arrangements generally refers to an evaluation of how well such activities have been organized and of the quality of related support services: i.e., does the institution possess the infrastructure necessary for internationalization and is it committed to maintaining this infrastructure? The assessment of programme impact has become more important on the level of the individual participant. Student exchanges are the most prominent form of international education, and study abroad clearly improves the quality of an individual student's educational experience: his/her degree is more international, and thus more competitive, if it contains course work completed abroad. The enhanced language skills and cross-cultural awareness acquired through study abroad enhance a student's qualifications in a way which would be virtually impossible in his/her degree studies otherwise.

5.1 International education in national and institutional quality assurance systems

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Universities are currently improving the means for assessing the quality of instruction and are creating permanent systems for the purpose. It is essential that internationalization be taken into account in institutional assessment systems. As stated above, the instruments for assessing the quality of internationalization in education are generally focused on the support services which make international education possible. In most countries, the national systems of assessment do not take into account the effect of international education on the quality of education; international activities are viewed as being detached from the work of the university proper and as having little or no bearing on the quality of the education which the institution offers. When international education is an essential element in higher education policy, national systems of quality assessment should consider internationalization as an essential component in both the current and potential quality of teaching and as a resource which the university should develop if it is to offer a high quality of education.

In overall assessments of universities and teaching, as well as in assessments of teaching and education within individual fields of study, internationalization can be evaluated in terms of interaction: i.e., one must ask whether the staff, including researchers, are active enough internationally in issues related to teaching and education.

5.2 International education and the quality of education

Improving the quality of education is the ultimate goal of activities related to international education. Intensive international interaction among the teaching staff has the potential to engender a new quality awareness and system of assessment for the teaching process. Quality is assured by an international educational community, which will debate the merits of various teaching methods and instructional content and acknowledge teaching excellence in other member institutions. The community thus serves as a peer review system for teaching in much the same way as the system which already exists in the research community.

International education in itself functions as a quality assessment system aimed at improving the quality of teaching and education. International interaction is not a sufficient guarantee of quality, but it is a significant prerequisite for achieving excellence today. A university's efforts with respect to international education, in addition to research, tell us much about its potential for providing high quality education. If its staff is actively involved in organizing teacher and student exchange opportunities, one can assume that the ingredients for quality and excellence are there. These include:

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- Interaction (e.g., participation in programmes, visiting foreign teachers, foreign students, study abroad, conferences, cooperation in research, international publications, staff teaching abroad, expert responsibilities, intensive courses, international recruitment, international productions and exhibitions)
- Teaching content and curriculum content (e.g., proportion of international content, comparative material, foreign textbooks, courses taught in a foreign language, interactive teaching methods, modern teaching technologies, courses in foreign languages and cultures, foreign students, study and traineeships abroad, joint degrees)
- International skills (e.g., language skills, cultural awareness, general communication skills, pedagogical skills)
- Infrastructure (strategies and operational plans, decision-making, an international relations unit and other personnel to take care of international matters, credit recognition, exchange programmes, international cooperation agreements, support services, grant programmes, resources, incentive systems, staff training).

5.3 Assessment of performance

Performance-based management requires that results be assessed in terms of the goals set and that results be rewarded on both the institutional and national levels. In a comprehensive quality assurance model, the assessment and reward of performance are management tools by which quality is maintained and improved.

Each university sets both its qualitative and quantitative goals in the context of its mission and develops its own system of assessment and reward. On the national level, funding is now dependent to a significant extent on the goals which an institution has set and on its performance in light of these goals. In the case of internationalization, rewards have been given primarily for efficiency and volume, with student exchange being emphasized.

At the institutional level, quality should become a key criterion in assessing performance. More often than not, assessment within an institution fails to use the appropriate indicators. Reflective assessment encompasses the following types of questions: Are our international activities focused primarily on teaching or on research? Does international education make good use of existing research networks or are teaching and research wholly detached from one another in our international work? Are we satisfied with our current priorities? Have we appropriated sufficient resources for our work? Do the quantitative goals in our strategic documents further the qualitative ones? Does our institution have the infrastructure necessary to establish and maintain high-calibre, quality-oriented international activities? Have we defined our qualitative goals in sufficiently specific terms?

If universities choose to use quantitative indicators in rewarding performance, it is important to bear in mind that such indicators - although only tools for indicating the quality and volume of an activity - inevitably begin to influence the direction of that activity. The following are some indicators related to internationalization which describe not so much the sheer volume of the activity, but the potential for high-quality and productive international activities in teaching:

- The amount of teaching given in a foreign language
- The studies completed by foreign students at a university
- Studies completed abroad for which a student has received degree credit at his/her home institution
- Teaching given by visiting foreign faculty
- Teaching given **abroad** by an institution's own faculty
- Active participation in cooperative networks related to international education

- Organization of joint international intensive courses
- The number of places in student exchange programmes.

The goals of international education go hand in hand with the goal of improving the quality of teaching and education, and this priority should be reflected in the processes of assessing and rewarding performance. Long-term international interaction will be necessary before we see the impact of international education on the quality of teaching and degrees beyond the level of the individual student or teacher who participates in it; indicators should be refined to measure this interaction precisely. For research work, the international scientific community employs a straightforward system of internal assessment in the form of peer review. The internationalization of education also embodies assessment: international interaction gives rise to an international community of educators, who, in turn, will develop a form of internal assessment similar to that among researchers.

Credit recognition is part and parcel of the assessment system in international education and can thus serve as an indicator for measuring the extent and quality of internationalization. Credit recognition requires international interaction among faculty members as well as the competent organization of all related responsibilities. Credit recognition also ensures that study abroad will not increase the time needed to complete a degree. The adoption of ECTS and the recognition of international educational programmes as resources for refining an institution's own curricula indicate a sufficient degree of interaction and adequately developed credit recognition. Credit recognition can never be automatic; it will always require extensive contact not only between the cooperating institutions but also between the students and faculty members involved.

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5.4 Assessment of impact

The assessment of a university's impact comprises the procedures for determining the extent to which the institution's activities have achieved the goals established for them. This determination may explore whether sufficient effort and resources have been expended or whether the means chosen for achieving an institution's goals have in fact produced the desired results.

Assessing the effectiveness of internationalization requires long-term follow-up and research at universities on both the national and international levels. Only when such research has been carried out can one say whether internationalization has had any extensive impact on education and society. On the European level, the need for research and follow-up on international education is being

deliberated by organizations such as the Working Group on Research, Analysis, Evaluation and Quality Assurance, established by the Academic Cooperation Association.

Following are some of the questions which we can expect this research to answer - but only after a long period of follow-up and study. A more extensive treatment of this topic is to be found in *The International Dimension of Higher Education: Setting the Research Agenda* (1994), published by the ACA.

- How do international activities affect teaching and advising? How do they affect learning?
- The quality/impact of the programmes: How does the impact of organized exchange programmes differ from that of so-called free mover exchanges?
- What is the effect of administration on programmes, e.g., centralized vs. decentralized models?
- What effect do student mobility systems have on performance (e.g., the correlation between the length of study abroad and the number of credits completed), and what effect do support services have on academic success?
- How do the effects of studying abroad differ from the effects of studying in one's own country in an international academic atmosphere?
- The individual level: How does study abroad affect the following areas: choice of career, satisfaction, attitude towards foreign cultures and diversity, credit recognition and other aspects of academic success, employment and later professional success, contribution to society?
- What is the impact of internationalization on universities (staff and priorities) and on national systems of education?

5.5 Quality assurance in international education

Institutions of higher education should maintain permanent assessment and quality assurance systems for all of their activities. This is particularly important in the area of international education, for in joining international networks an institution commits itself to observe at least the same standards of educational quality as its partners. Indeed, it must ensure from the very beginning that these standards are at least on a par with its own. A university must also ensure - both for incoming foreign students and for its own students who participate in exchange programmes - that the teaching, academic advising and social milieu provided offer every opportunity for successful study. Further, it is essential that both incoming and outgoing exchange students have the motivation necessary to get the most out of their study experience abroad.

Following are some salient aspects of quality assurance in international education:

- Monitoring and assessing the performance of foreign students and teaching staff as well as further development of all activities
- Assessment of (the quality of) modules and other courses taught in foreign languages
- Assessment of exchange programmes and other projects in international education
- Assessment of support services, resources, and other provisions related to international education
- Assessment of strategies.

Assessment takes the form of student surveys (questionnaires to foreign students, exchange students, and graduates), self-assessment (department, office, university), student interviews (foreign students and teachers, exchange students) and staff questionnaires (visiting teachers and researchers, teachers who have taken part in exchange programmes, teachers involved in international education networks). Quality assurance in international education also embraces performance indicators, peer assessment systems offered by networks and periodic external evaluations.

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It is important that the staff involved in international education ensure that assessment and monitoring are carried out and that the results of these processes are consciously applied in developing programmes. International activities should also be rewarded on all levels: individual, departmental, institutional and national.

A number of models already exist for soliciting student feedback and conducting self-assessments. The present guide is intended as an aid in decision-making and practical programme implementation. It provides the user - institution and individual alike - with a tool to determine whether the measures required for successful international education on the university level have been taken. At the end, a more concise checklist is provided to aid institutions in their self-evaluation of internationalization.

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2. Checklist for institutional self-evaluation of internationalization

1. Strategy and Policy

- Does the university have a strategy for internationalization? Is it an integral part of the institution's overall strategy?
- Does the university have a written internationalization policy plan, in which priorities and concrete actions are elaborated?
- Are the changes and requirements occasioned by internationalization taken into account in the university's development processes? Have the university's weaknesses and strengths in respect to internationalization been acknowledged so that the university can take full advantage of opportunities and avoid risks?
- Is international cooperation, including academic cooperation and mobility, an integral part of the university's activities? Have the priorities and goals for international education been formulated in sufficiently concrete terms in key planning documents?

2. Organization and structures

- Are there clear procedures for planning and decision-making on issues relating to internationalization at all levels, and are these procedures an integral part of the administrative procedures of the university and its departments?
- Does the university's personnel policy take into account the needs of internationalization? Is recruiting of new staff done internationally? Are staff members given the possibility to participate in training to enhance the skills and awareness needed in international education activities? Is selection and recruitment of new staff (academic and administrative) targeted at personnel who are active internationally? Are international education-related activities considered a merit for teaching staff in their academic portfolio?
- Are activities related to international education part of the university's overall quality assurance system? Is international education seen as an important contributor to the quality of education as such? In so far as

performance indicators are used, do they measure the activities from a quality-conscious perspective? Are departments or offices rewarded for internationalization activities? Are incentives used for individuals?

- Have procedures been developed to continuously and consistently assess all international education activities and make changes in policy/programs/services on the basis of this assessment?
- Are the resources allocated for internationalization adequate at both the central and departmental levels? Is information about the internal and external resources available for internationalization easily accessible to everyone? Has the university allocated resources for scholarships for internationalization, and is the system clear and consistent?
- Are the support services for international education and international research cooperation sufficient and well organized? Has the infrastructure necessary for international cooperation both in research and in education been developed so that the university can function in international education networks and both send and receive researchers, teachers and students?
- Does the university have a special office for dealing with international education-related issues, coordination and development? Does this office have adequate resources?

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3. The university's external relations

- Has the university signed international cooperation agreements with foreign partners to enhance internationalization? Are the agreements functional? Are the departments committed to cooperating with these foreign institutions?
- Have resources been secured for activities within these cooperation agreements on a permanent basis?
- Have clear procedures been developed for the establishment, management and periodic evaluation of linkages?
- Is the external communication of the university also geared to an international audience? Is there a policy for international communication and marketing? Is the university's image presented effectively and reliably abroad?

4. International interaction of academic staff

- Have the goals for the mobility of academic staff been set clearly? Are these goals being met? Is mobility mainly focused on research activities, or do staff members also teach in foreign institutions? Is the emphasis consistent with the priorities set in the university policy? Do a number of academic staff from foreign institutions visit the departments annually? Is the teaching of visiting teachers additional to (e.g., voluntary courses/lectures) or part of the basic curriculum?
- Does the academic staff participate in joint international projects (research cooperation, joint exhibitions and productions, etc.)? Does the academic staff publish in international journals? Are contacts in research cooperation also used for the establishment of cooperative efforts in education?
- Does the academic staff actively participate in international education networks? Is the cooperation usually based on the commitment of one individual member of the staff, or does the faculty/department participate on a broader basis? Are the partners in international education networks also used as partners in international research cooperation?
- Are graduate students actively taking part in international research projects and international education networks?

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5. Students

- Are there clear quantitative goals for the number of students studying abroad annually? Are these goals being met? Are studies abroad recognized fully? Do outgoing students receive intensive preparation for their study period abroad? Do a number of students participate in international training programs? Does the training form part of their degree course?
- Are there international students, both degree students and exchange students, on campus? Is student mobility reciprocal? Have procedures for the social guidance and academic counselling of international students been agreed upon clearly? Is the guidance provided sufficient to make academic success and social integration possible?
- Is feedback from students participating in international education programs (programs for international students and exchange programs) collected on a regular basis? Is the information made available to other students?

6. Teaching and curriculum

- Can the curricula at the university be considered as internationalized (international and comparative content, a European dimension, foreign literature and other study material, foreign languages, intercultural communication skills)?
- Is a sufficient amount of instruction given in a language other than the native language of the country? Is this instruction part of the degree studies, part of the normal curriculum for degree students, or is it geared to international students only?
- Is the amount of foreign language studies offered sufficient? Does the curriculum in foreign languages include courses in intercultural communication and culture studies? Do the students have the opportunity to take less popular languages, and can additional language studies be included in the degrees? Are international students and staff members offered an opportunity to take courses in the host country's native language and culture?
- Does the teaching make sufficient use of modern teaching methodologies and distance education?
- Have procedures for the recognition of credits been set and are they clear and consistent? Is there clear agreement with the partner institutions and the students about the way in which periods of study abroad are assessed? Is ECTS used to facilitate these processes?
- Does the university have joint or double degree arrangements with partner institutions abroad?



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