The value of collective benchmarking on learning mobility
NAFSA 2012

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organization

- Areas lacking in data collection U.S.
- European perspective
- Australian perspective
- UMN’s mobility goals
- CIC project
- Q&A
U.S. data collection

• Open Doors – Institute of International Education, since 1948

• Not reporting
  – Non-credit outbound, including PG
  – Service learning
  – SES
  – Non-degree inbound
  – TNE
WHO

Karin Klitgaard Møller

- SAFSA chair since 2004 (Study Abroad and Foreign Student Advisors)
- Head of Incoming students at the University of Copenhagen
- Head of Secretariat for Internationalisation, Faculty of Life Science, University of Copenhagen
- FUTURE: Head of Section for Internationalisation, the Faculty of Health and Medical Sciences, University of Copenhagen
WHAT

- What is an International student?
- The Institutional perspective
- The Nordic perspective
- The European Perspective
An international student ??
An International Student - according to OECD

**International students** = those who travel to a country different from their own for the purpose of tertiary study.

This classification may give rise to **inconsistencies**.

As a result, countries where naturalisation of immigrants is stringent and identification of non-resident foreign students impossible over-estimate the size of the foreign student body, compared to countries granting citizenship to their immigrants more easily.
Student Mobility

Two criterias for measureing:
- Country of prior education
- Country of prior residence

Gradually replacing nationality as the measure for student mobility.

Mapping mobility in European Higher Education 2011.
**The Institutional Perspective**

- The University of Copenhagen
- A Faculty
- A Department

**Examples:**
Exchange students study across departments/faculties

The central level caters to the national requirements for statistics – at faculty level other numbers are also relevant.

What is counted as an international experience?
The National/Danish Perspective

• Ministry for Science, Innovation and Higher Education

Examples:
An **exchange student** - a student studying for more than 3 months abroad and where the credits are transferred.

An **international student** - a student who has moved to Denmark for the purpose of studying, holds foreign citizenship, and have not resided in Denmark for more than a year prior to the beginning of his/her studies.

**Mobility of less than 3 months** is counted in the statistics for some programs – Nordplus, but not Erasmus.
The Nordic Perspective

“it is not possible to compare the situation in one country with that of another. Therefore all facts and figures should be looked at as trends and tendencies…not as a detailed and exact analysis”

*The Nordic Agencies for International Education: Facts, Figures and Trends 2011*

**Examples:**
- Study year versus calendar year
- Degree mobility – different ways of counting!
- Exchange mobility – different definitions
The European Perspective

ERASMUS 1987-2012

"In 2010-2011 231410 students studied in another European Country – 8.5% increase since the previous year"

*Erasmus – Facts, Figures and Trends. The European Union support for student and staff exchanges and university cooperation in 2010/2011*

Examples:

Only covers Erasmus mobility

– students studying and doing company placements for 3-12 months in another European country

Some of their findings:

- Our knowledge base on “genuine mobility” is still incomplete – despite major improvements.
- There is no comprehensive international dataset on temporary mobility.
- Further streamlining is needed.
- No distinction is made in data for inter-cycle mobile students.
- Often no distinction between credit and degree mobility.
The European Perspective

Mapping mobility in European Higher Education 2011

Some of their recommendations:

- Increase number of countries that provide data on genuine mobility and on nationality
- Separate data on degree mobility from credit mobility
- Base mobility data on 4 study levels (short, bachelor, master and PhD)
- To establish a comprehensive data collection system on academic staff mobility –visits, exchanges and sabbaticals.
Patterns — maybe?
Trends — possibly!
Thank you!
Debra Langton
Director, International & Development Operations

Data Collection and advocacy: developing collaborative reporting in an increasingly competitive environment

An Australian example
## Internationalisation of the Australian system

<table>
<thead>
<tr>
<th>Period</th>
<th>Prime Characteristics</th>
<th>Indicators</th>
</tr>
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<tbody>
<tr>
<td>Post WW2 – Late 80s</td>
<td>• Aid diplomacy&lt;br&gt;• Asia focus - capacity building&lt;br&gt;• Australian professoriate trained overseas</td>
<td>• Elite students in and out&lt;br&gt;• Mainly for HDR studies&lt;br&gt;• U Syd confers first PhD in 1950</td>
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<td><strong>Colombo Plan</strong></td>
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<tr>
<td>Late 80s – early 00s</td>
<td>• Recruitment of fee-paying international students&lt;br&gt;• MOUs with international partners</td>
<td>• Success in international recruitment markets&lt;br&gt;• Opportunistic and entrepreneurial&lt;br&gt;• Largely ad hoc&lt;br&gt;• Student traffic skewed one-way to Australia</td>
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<td><strong>Post Dawkins Era</strong></td>
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<tr>
<td>00s – Now</td>
<td>• Holistic approach to internationalisation – aid, research, teaching and learning&lt;br&gt;• Seen important to Australia’s competitiveness in the global knowledge economy</td>
<td>• Multi-dimensional priority partnerships with select international unis&lt;br&gt;• Internationalisation of the curriculum&lt;br&gt;• Australian students become more mobile&lt;br&gt;• Quality assurance regime moves to the next level&lt;br&gt;• Rankings matter</td>
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<td><strong>Integrated Internationalisation</strong></td>
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Source: J.Molony, VP Strategic Planning & Marketing, QS
An Australian example

- In phase 1 of internationalisation, little priority or resources for exchange in Australia
- Lack of targets and measurements
- Directors were very focussed on fee paying recruitment
- Alan Olsen, conducted initial, simple benchmark in late 90’s/early 00’s for two states (NSW/ACT & Victoria)
- Australian Universities International Directors Forum forms
An Australian example

- Phase 2 brings a broader view of internationalisation and mobility becomes a priority
- Still lacking in resources
- AUIDF collaboration spins out of CANDIP & VIDC (NSW/ACT & Victorian Directors groups)
- 2002 - Benchmarking commences – 29/38 (followed by 33, 34, 34, 36)
- exposes best practice at a few institutions and gets others moving
- A national picture forms
An Australian example

– Agreed methodology – Alan Olsen developed this in conjunction with key stakeholders
– What was in, what was out
– Traction gained by shared view that data needed to drive decision-making
– Buy-in across the sector was strong to begin with, then gained more momentum
– Viable exercise with small number of universities in the Australian sector (comparatively)
– Government can be lobbied/ better informed
An Australian example

- What is measured? (has evolved since 2002)
  - International office costs
  - Staffing of marketing, enquiries, admissions & compliance
  - Admissions policies, procedures & quotas
  - International student services
  - International student mobility
  - Costs of recruiting for key source countries
  - Conversion: Applications, Offers, Commencements
  - Structures of international offices,
  - Scholarships for international students
  - Accommodation
At the institutional level:

- Data used internally in everything from strategic planning to staff and resource budgeting - eg
  - lobby for more staff to process volume of applications, based on benchmark results
  - Cost effectiveness of a particular market (ROI is ranked against other markets) – decisions can be made to stay or go
  - Efficiencies and inefficiencies are exposed – can result in rethink on structure/ process/ strategy
  - Longitudinal results can show efficiencies over time, providing KPIs and informing budgets - eg
An Australian example
An Australian example

Mobility

- Student mobility was originally just a section of the survey
- Push from some Directors to undertake more mobility benchmarking and more often
- Finally agreement to conduct every second year and to expand slightly; annually from 2009
- Provides a much fuller picture of outbound mobility across the sector
- Includes all kinds of study experiences, not just for credit
An Australian example

- What is measured?
  - Semester or year exchanges for credit
  - Other semester or year programs for credit
  - Short term programs
  - Placements or practical training
  - Research
  - Other (e.g., conference presentations, international moots)
  - Questions about funding – amounts and sources
  - Questions about courses, destinations
  - Questions about risk management
  - New – questions about socio-economic status & languages spoken at home
Benefits to the institution:

- Inform institutional strategies & policies
- Provides useful demographic info
- Indicates barriers to participation
- Highlights best practice
- Provides evidence for resource allocation
- Provides an agreed metric that is consistent across the sector and over time
- Since 2011, includes SES information, and languages spoken at home
- Rich source of data to inform access, equity agendas
Benefits to the sector:

- Useful data to provide to Government & help form a national mobility agenda
- Helps with development of the Endeavour scholarship Program, OS-HELP loans, etc
- Fits in with the 3rd phase of internationalisation – more Australian students participating in an international study experience
- Mobility as an attractive domestic student recruitment tool
- Sells the international education message more broadly across the community
An Australian example

- 2010 mobility benchmark (released Sept 2011)
- 37 universities
- 7.6% of all completions have undertaken international study experience
  - Swinburne is 8.7%
- 12% are undergraduate domestic students, c/f with 9.6% in US Open Doors 2010 (for 2008/9)
  - Swinburne is 12.5%
Thank you
Proving the Anecdotal
U of Minnesota Information

- Large public land grant University. Comprehensive in scope
- Educational opportunities in more than 370 fields of study on five campuses (69,221 students)
- State’s only major research and land grant university, highly ranked and competitive – 68th in U.S., 102nd Worldwide (Chemical, Pharmacy 3rd)
- 52,557 students on Twin Cities campus, 4th largest in U.S.
- Faculty: 4,088 full-time
- Tuition: (MN resident) 09-10: $11,466
- Diverse (approx 25% SOC)
- 71% from state of Minnesota
- Urban
It began with Curriculum Integration...

Driving factors:

• Desire to improve undergraduate student experience
• Lagging behind peer institutions
• Goal of 50% of graduates with experience abroad
• 3 year grant from the US Dept of Education, Fund for Improvement of Post Secondary Education
• 3 Year grant from the Archibald Bush Foundation
• Accountability related to grants
Tell the Story By the Numbers

- General participation growth undergraduate study abroad:
  - UM-TC 1998-99= 715
  - UM-TC 2010-2011= 2562 (*for credit)
- Faculty and staff participation in events (from five campuses): over 900
- Participation in site visits (from five campuses): 220
- Approx. 50 short term programs annually from UM-TC
- Total scholarships: $600,000
# Dispel the Myths

- **Time to graduation data**

## Study Abroad Does Not Delay Graduation
University of Minnesota – Twin Cities, Undergraduate Students

### Graduation in 4 years

<table>
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<tr>
<th></th>
<th>Freshman entering Fall 1999</th>
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Dispel the Myths

- Time to graduation data

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Dispel the Myths

- In 2006, 1137 seniors (4th year students) responded to the survey, out of 8728 seniors surveyed (13% response rate).

6) Aside from general or liberal education requirements, are you allowed to use credit earned through study abroad toward requirements in your major?

7a) I am aware of study abroad options in my major.
Illustrate Attitudinal Shifts

Prior to your site visit, what was your professional view of study abroad?

- Not an option for students: 0%
- Desirable but not realistic: 11%
- Desirable/Realistic: 68%
- Essential: 17%
- Should be required: 4%
Illustrate Attitudinal Shifts

Based on your site visit experience, what is your current view of study abroad?

- Not an option for students: 0%
- Desirable but not realistic: 0%
- Desirable/Realistic: 36%
- Essential: 40%
- Should be required: 23%
Identify the Challenges

12) Have any of your professors ever mentioned study abroad to you, either during class or outside the classroom?

- Yes 57%
- No 43%

During Class
Fig. 12

- Yes 26%
- No 74%

Outside of Class
Fig. 12
Identify the Challenges

- In 2007, 1465 sophomores (second year students) of color responded to the survey, out of 5948 sophomores surveyed (25% response rate)

9) Have any of your advisers ever talked with you about studying abroad?

10) Have any of your advisers discussed academic planning for study abroad with you?
Informing Program Development

• National and global trends
• Participation trends
• Surveying questions and requests
Advocate for Resources

- Number of students served
- Website hits
- Advising appointments
What is Missing?

• No national benchmarking for non-credit experience
• Relevant part of collegiate internationalization strategy (research, field projects)
• Defining the terms
• Creating a mechanism to track
Criteria for a Learning Abroad Experience

June 2008 (edited slightly January 2009)

The University of Minnesota has an institutional goal that fifty percent of its graduating seniors should have completed a significant educational experience abroad during their undergraduate years. Although most such experiences consist of credit-bearing study abroad, it is clear that other types of experiences are also educational. To date, however, the University has lacked a set of agreed-upon criteria for determining whether another type of experience abroad (work, internships, volunteering, or travel) qualify as significantly educational to qualify. Clear definitions are essential before the University can begin systematically tracking progress toward the fifty-percent goal. This proposal attempts to fill the gap.

Experiences will be counted only if they occurred while the student was a degree candidate at the University of Minnesota. The following qualify:

- Any documented activity abroad that results in University of Minnesota credit. This may be through either:
  - a study abroad program, or
  - research abroad validated through a directed study registration, or
  - a non-credit work, internship, or volunteer program for which the student obtains credit through an individual directed study or internship contract with a faculty member.

- Any documented non-credit activity abroad that meets one of the following criteria:
  - An activity that fulfills a University of Minnesota academic degree requirement, such as research for a senior project.
  - A work, intern, or volunteer experience of at least three weeks in duration.
  - A work, internship, or volunteer program that includes systematic reflection/processing and is at least one week in duration.
  - Travel of at least a week’s duration within the context of an educational program that includes systematic reflection/processing. Individual travel (unless linked to credit it does not qualify.
  - Sponsored research abroad (e.g., UROP-funded).
  - Other experiences abroad that the student’s parent college has defined as educational and related to collegiate internationalization.

Non-credit International Experience Participation

Participation Form

Please submit information on your non-credit abroad experience on this page. Your information will be reviewed and counted towards the University of Minnesota’s goal for 50% of students going abroad if it meets the criteria for a learning abroad experience.

- I am entering this experience for myself.
- I am entering this experience for someone else.

Name: _____________________________

UofM ID: __________________________

Internet ID: ________________________ If UofM ID is not known

Choose a type from the drop down that most closely describes your experience. If your experience involved more than one type, choose the predominant one.
If the facts don’t fit the theory, change the facts.

-Albert Einstein
What is the CIC?

- 13 major research universities
- 175,945 faculty and staff
- 412,403 students
- $7bn funded research
- 14.5% of U.S. PhDs
- 82m book volumes
- 1/3 of Title VI funding.
- 8% of U.S. study abroad (>20k). >1/2 unis in top 20 SA list.
- AESOP – shared SA programs
MICHIGAN STATE UNIVERSITY

- Est. 1855 Land Grant model
- 47,131 students
- 5,000 faculty and academic staff
- 200 programs of study in 17 colleges
- 5,200 acre campus
- Site of $600 million Facility for Rare Isotope Beams
$61 million of MSU's instructional budget is dedicated to international programming

More than 260 International Partners

More than 50 YEARS of International programming

"MSU is a university not only for the people of Michigan but also for the world"

1st DEAN of International Programs

TOP 10 International student enrollment

Ambitious goals for study abroad set in 1995

© Michigan State University Board of Trustees, East Lansing, MI 48824
More than 2,500 students on 275 programs on all 7 continents

1/3 of MSU undergrad students study abroad

One of 4 in top 10 for outbound and inbound students

Study abroad top rated attraction for admitted students
Previous CIC SA benchmarks

- Organizational:
  - Staffing organization, levels, salaries, etc.

- Financial:
  - Salaries, faculty compensation, funding of SA office, handling of exchange tuition, administrative fees, etc.

- Risk Management:
  - Evacuation insurance, travel warnings, travel assistance, insurance, Israel policies, pandemic response, etc.

- Process:
  - Posting SA credit (CIC registrars)
Future CIC SA project

• Regular cycle to establish baseline
• Professionally staff effort
• Address areas lacking in U.S. system

• Research project on PG SA (w/NYU)
Questions

- Brett Berquist  berquis6@msu.edu
- Martha Johnson  marthaj@umn.edu
- Karin Klitgaard Møller  kkgm@life.ku.dk
- Debra Langton  DLANGTON@groupwise.swin.edu.au