

# Could we be doing better at using data to further our internationalization goals as a university?

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Liverpool John Moore University



**KOÇ  
UNIVERSITY**

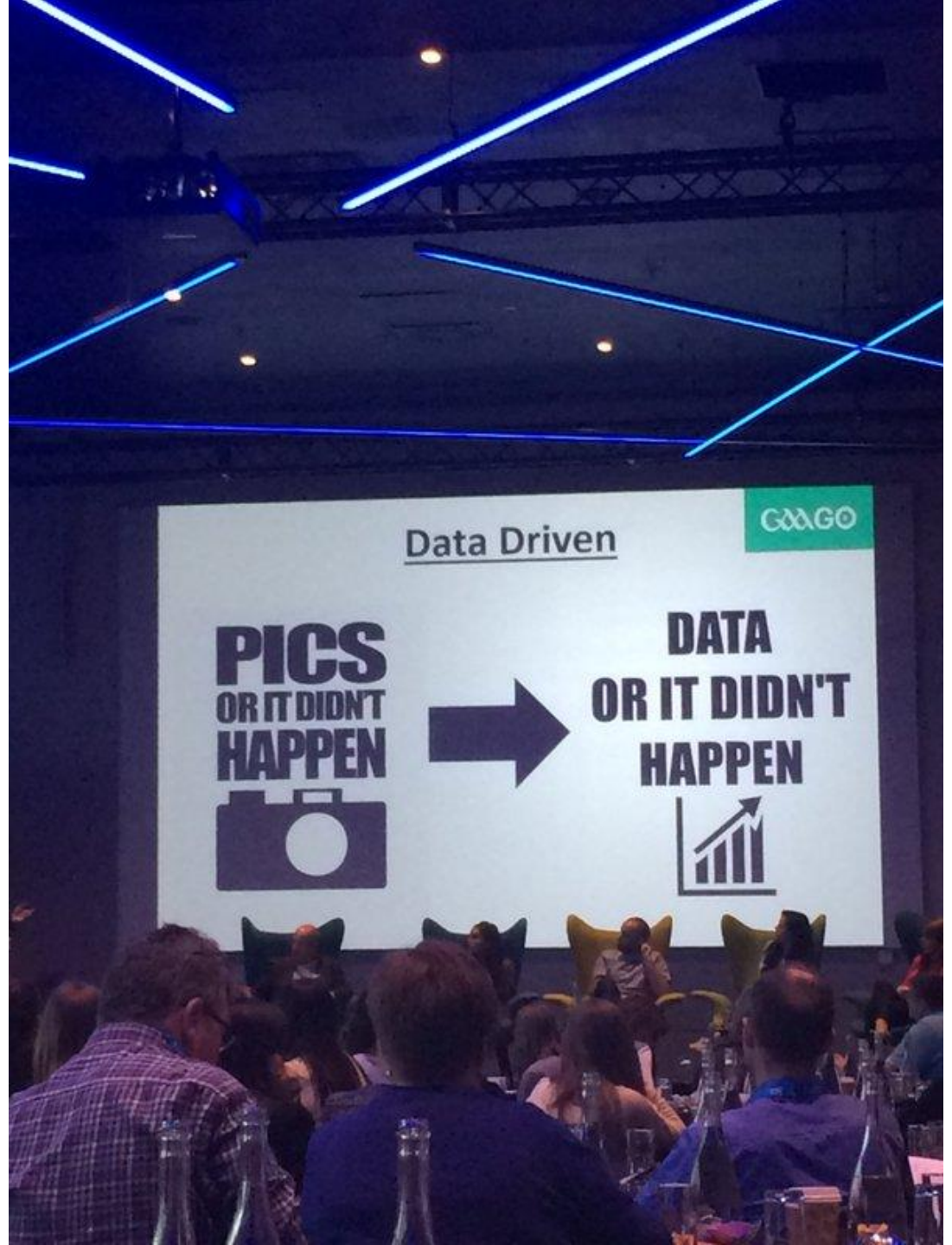
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## Tweeps in the house?

- #HEIR2016
- @HEIDAProject
- @AbacheMelissa
- LinkedIn Group – HEIDA Project



# Today's goals

1. Gain better understanding
  - Internationalization goals and strategy at an institution
  - Why data and indicators in internationalization matter
  - Challenges and barriers to better data management
2. The HEIDA Project
  1. Online training module
  2. Online Tool
  3. Examples
3. Feedback, questions and share ideas



# What is the HEIDA Project?

- **Funded by:** [Erasmus+ KA2 Strategic Partnerships](#)
- **Duration:** 24 months (Dec 2014 – Oct 2016)
- **Partners:** **Koç University (KU, Turkey)**, Universidad Autonoma de Barcelona (UAB, Spain), International School for Social and Business Studies (ISSBS, Slovenia)
- **Background:** builds on previous EU funded projects like [IMPI](#), [DELECA](#), [MOEBIUS](#) and others
- **Key topics/keywords:**
  - **Data Driven Decision Making**, Evidence based decision making
  - Information sharing at institutions; organizational management
  - **Internationalization of Higher Education at Institutional level**

# Project activities

Phase	Activity	Status
1st Phase <b>Design</b> Dec 2014-May 2016	Literature review and 3 case studies	Completed – available <a href="#">here</a>
	Stakeholder focus groups in Turkey, Slovenia and Spain	Completed – available <a href="#">here</a>
	Online survey of European universities	Completed 100+ responses – available <a href="#">here</a>
2nd Phase <b>Testing</b> May -Aug 2016	Refine the HEIDA data management tool	Ongoing: web-based, open source software tool
	Develop online training module	Ongoing – Moodle classroom format in EN, TR, SL
3rd Phase <b>Dissemination</b> July – Oct 2016	Dissemination in each partner country	Completed – available <a href="#">here</a>
	<b>HEIDA Tool launch conference in Istanbul</b>	<b>You are invited!</b> <b>September 22-23 – RSVP <a href="#">here</a></b>
	Final reporting	Due end of October

# What do we expect from the project in the short term (outputs)?

- A web-based **tool** for universities to **choose relevant indicators** and data according to their goals, **compare and visualize data across time**
  - Open access software (free to install, use and maintain)
  - Adaptable to each university's needs
  - Easy to input, search, export and visualize data
- An online **training resource** for staff and faculty:
  - Hosted on Moodle e-classroom in English, Turkish and Slovenian
  - Internationalization goals and use of indicators and data
  - Data management practices
  - Effective decision making for internationalization

# Who will be using the HEIDA tool and online training in the future?

- Higher Education Institutions:
  - Senior Management (Presidents/Rectors/Vice Presidents or Vice-Provosts)
  - Directors of Administrative Units (Alumni, Careers, Admissions, International Office, Academic Affairs, Communications and Marketing)
  - Professors with international cooperation responsibilities (Deans, Directors, Erasmus Coordinators)
  - Coordinators at administrative and academic units

# Why HEIDA?

Today's realities	Challenges faced by universities
<p><b>HEIs are more complex</b></p>	<p>Monitoring information about internationalization activities and outcomes beyond student mobility, international students or other basic indicators</p>
<p><b>Most institutions list internationalization as a strategic goal</b></p>	<p>Limits to what faculty and staff are prepared or able to do with limited time, resources and awareness of past, current and future efforts</p>
<p><b>Senior managers are now trying to make decisions based on experience and data</b></p>	<ul style="list-style-type: none"> <li>- Need to develop better analysis of performance in a user-friendly way</li> <li>- Demand for Efficiency and Effectiveness with smaller budgets</li> <li>- Increased expectations for greater transparency and accountability</li> <li>- More competition than ever before</li> </ul>



# Why internationalization at institutional level?

- *“The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004)*
- ***“internationalization in universities shifts from being a marginal to mainstream activity, no longer located exclusively in the international offices, but an integral part of University strategy” (de Witt, 2014)***
- *«35% of practitioners indicated that improving international reputation or position in rankings is one of the top three reasons for internationalising» (EAIE Barometer, 2015)*

# Perspectives in internationalization

Perspectives	Defining elements
<b>As an activity</b>	International activities that are developed: teaching, research, technical structures and international students, collaboration programs, inter-institutional agreements, projects and campus, other.
<b>As a competence</b>	New knowledge, competences and skills, students' and professors' attitudes and values required by the internationalization. The focus is on human dimension rather than on academic activities or organizational aspects.
<b>As an ethos</b>	It assumes a culture that permeates all international and intercultural initiatives. Some authors consider this perspective as too limited since it does not include details about how the internationalization objectives could be achieved.
<b>As a process</b>	The integration of the international and intercultural dimensions through combining a series of activities, policy and procedures. The internationalization appears as an integration process of different dimensions and activities in Higher Education Institutions.

## ACE MODEL FOR COMPREHENSIVE INTERNATIONALIZATION



# What we know so far

- Success and decision making are predicated on access to data
- Understanding strengths and weaknesses is dependent on having access to all data within the institution
- Data tells us what has happened and improves strategic planning moving forward
- The hardest part is always **asking the right question**, because if you don't ask the right question, almost any answer will do.
- Where analytics is concerned, investment is the area in which higher education institutions are making the **least progress**.
- Having an Internationalisation Strategy or Plan helps to have clear goals, operational objectives, activities to develop and the indicators that can measure the results but **#It'sMoreComplicatedThanThat**

# The IMPI Project and the IMPI Toolbox

## The internationalization goals

- G-01 to enhance the quality of education
- G-02 to enhance the quality of research
- G-03 to well-prepare students for life and work in an intercultural and globalising world
- G-04 to enhance the international reputation and visibility of the unit
- G-05 to provide service to society and community social engagement

GROUP	SUB-GROUP	INDICATORS
RESEARCH	<ul style="list-style-type: none"> <li>Institutional profile</li> <li>Patents</li> <li>Publications and Citations</li> <li>Researcher activity</li> <li>Researcher profiles</li> <li>Visiting researchers</li> </ul>	56
STAFF	<ul style="list-style-type: none"> <li>Academic and Non-Academic Staff - Outgoing Staff</li> <li>Academic and Non-Academic Staff - Staff from Abroad</li> <li>Academic and Non-Academic Staff General Data</li> <li>Academic Staff</li> <li>Non-Academic Staff</li> </ul>	93
STUDENTS	<ul style="list-style-type: none"> <li>General Student Data</li> <li>International Students</li> <li>Study Abroad</li> </ul>	98
ADMINISTRATION	<ul style="list-style-type: none"> <li>Administration</li> </ul>	37
CURRICULA AND ACADEMIC SERVICES	<ul style="list-style-type: none"> <li>Curricular and Academic Services</li> </ul>	87
FUNDING AND FINANCE	<ul style="list-style-type: none"> <li>Funding and Finance</li> </ul>	39
NON-ACADEMIC SERVICES AND CAMPUS AND COMMUNITY LIFE	<ul style="list-style-type: none"> <li>Services to International Students</li> <li>Services to Staff</li> <li>Services to Study Abroad Students</li> </ul>	57
PROMOTION AND MARKETING	<ul style="list-style-type: none"> <li>Promotion and Marketing</li> </ul>	21
OTHER	<ul style="list-style-type: none"> <li>Other</li> </ul>	1

	Main Category – Sub-Category	Indicator Number – Indicator name
1	Students - Study Abroad	01-001 Does the unit advise students on study abroad opportunities?
2	Students - Study Abroad	01-002 Does the unit provide specific contact information for international internships?
3	Students - Study Abroad	01-003 What proportion of students from the unit participates in outgoing exchange or mobility programmes in a given year?
4	Students - Study Abroad	01-004 Out of all students in the unit, what proportion studies abroad in a given year?
5	Students - Study Abroad	01-005 In a given year, what proportion of students in the unit is required by their study programme to study abroad for at least three months?
6	Students - International Students	01-008 What is the proportion of international students that graduates from the unit in a given year?
7	Students - International Students	01-023 Does the unit maintain an international alumni database?
8	Staff - Academic and Non-Academic Staff Members – General Data	02-004 Does the unit have a defined strategy to develop the participation of staff in internationalisation activities?
9	Staff - Academic and Non-Academic Staff Members – General Data	02-018 In a given year, what proportion of international conferences is organised by the unit's staff members?
10	Staff - Academic Staff Members	02-030 In a given year, out of all of the unit's academic staff members, what is the proportion that attends at least one international conference or seminar?
11	Staff - Academic Staff Members	02-032 In a given year, out of all of the unit's academic staff members, which proportion of the academic staff members are members of at least one international academic or professional association?
12	Staff - Academic Staff Members	02-041 In a given year, out of all of the unit's academic staff members, what proportion is involved in international joint doctoral supervision / co-tutelle?
13	Staff - Academic Staff Members	02-047 In a given year, out of all academic staff members in the unit, what proportion are visiting staff members from abroad?
14	Administration - Administration	03-001 Does the unit have a clearly defined strategy for internationalisation?
15	Administration - Administration	03-009 Does the unit have a specific organisational structure to support internationalisation?

16	Funding and Finance - Funding and Finance	04-001 In a given year, what is the total budget within the unit dedicated to internationalisation?
17	Funding and Finance - Funding and Finance	04-006 In a given year, out of the unit's total budget for scholarships, what proportion is dedicated to scholarships for international students?
18	Funding and Finance - Funding and Finance	04-013 In a given year, how much external funding does the unit receive for international cooperation projects?
19	Curricula and Academic Services - Curricula and Academic Services	05-023 Out of all degree programmes offered by the unit in a given year, what proportion are international joint/double/multiple degree programmes?
20	Curricula and Academic Services - Curricula and Academic Services	05-030 Out of all courses offered by the unit in a given year, what is the proportion of courses taught in a foreign language?
21	Research - Researcher Activity	06-016 In a given year, what proportion of researchers in the unit is involved in at least one research project with an international partner?
22	Research - Researcher Activity	06-018 In a given year, what is the ratio of conference presentations delivered abroad (or in the context of international conferences) to the number of researchers in the unit?
23	Research – Institutional Profile	06-021 In a given year, what proportion of research projects with which the unit is formally associated is internationally funded?
24	Research – Publications and Citations	06-029 In a given year, what proportion of researchers in the unit author (or co-author) pieces (books, journal issues, articles, etc) is published internationally?
25	Research – Publications and Citations	06-032 In a given year, what proportion of articles authored (or co-authored) by the researchers in the unit is published in internationally refereed journals?
26	Promotion and Marketing - Promotion and Marketing	07-001 Does the unit have a defined strategy for international communication, promotion and marketing?
27	Promotion and Marketing - Promotion and Marketing	07-002 Does the unit monitor its international visibility?
28	Promotion and Marketing - Promotion and Marketing	07-013 Does the unit participate in national, regional or local networks supporting internationalisation?
29	Promotion and Marketing - Promotion and Marketing	07-014 What is the ratio between the budget spend for international marketing in a given year and the number of newly enrolled international students in the following year in the unit?
30	Non- Academic Services and Campus and Community Life – Services to International Students	08-008 Does the unit provide international students with comprehensive pre-arrival information (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, university services, sports and cultural activities);?



# Data...Big Data...?

- "Data is important, **context** is critical"
- "We don't need more data but a more sensible and judicious **use of data**"
- "not everything that can be counted counts, and **not everything that counts can be counted**"
- "Are you Data **Capable**?"
- «You can't **manage** what you can't measure»
- «In God we **trust**. All others must bring data»
- «Without data you are just another person with an **opinion**»
- «If you torture data long enough it will confess to anything you like»
- «If you don't **ask**, you don't get»

# Data, Big Data and Analytics in higher education institutions

## Challenges in collection of data

- Data resides across various functions – **who owns the data?**
- Quality is poor – when is it collected – **how is it processed?**
- **What a certain indicator exactly means** - are we comparing apples with oranges unknowingly?
- Endless data requests with different formats – is there an **incentive or mandate** to collect and provide the data? (accreditation, reporting, projects, budgeting, planning, service or program improvement, measuring student outcomes/achievements)

# Types of data (big and small)

- Student data
- Classroom/instructor data
- Program data
- Faculty data
- Institutional data
- Multi-institutional data
- Questionnaires
- Interviews
- Observation
- Spot checks
- Critical incident analysis
- Photo inquiry

# Data, Big Data and Analytics in higher education institutions

## Opinions of senior managers

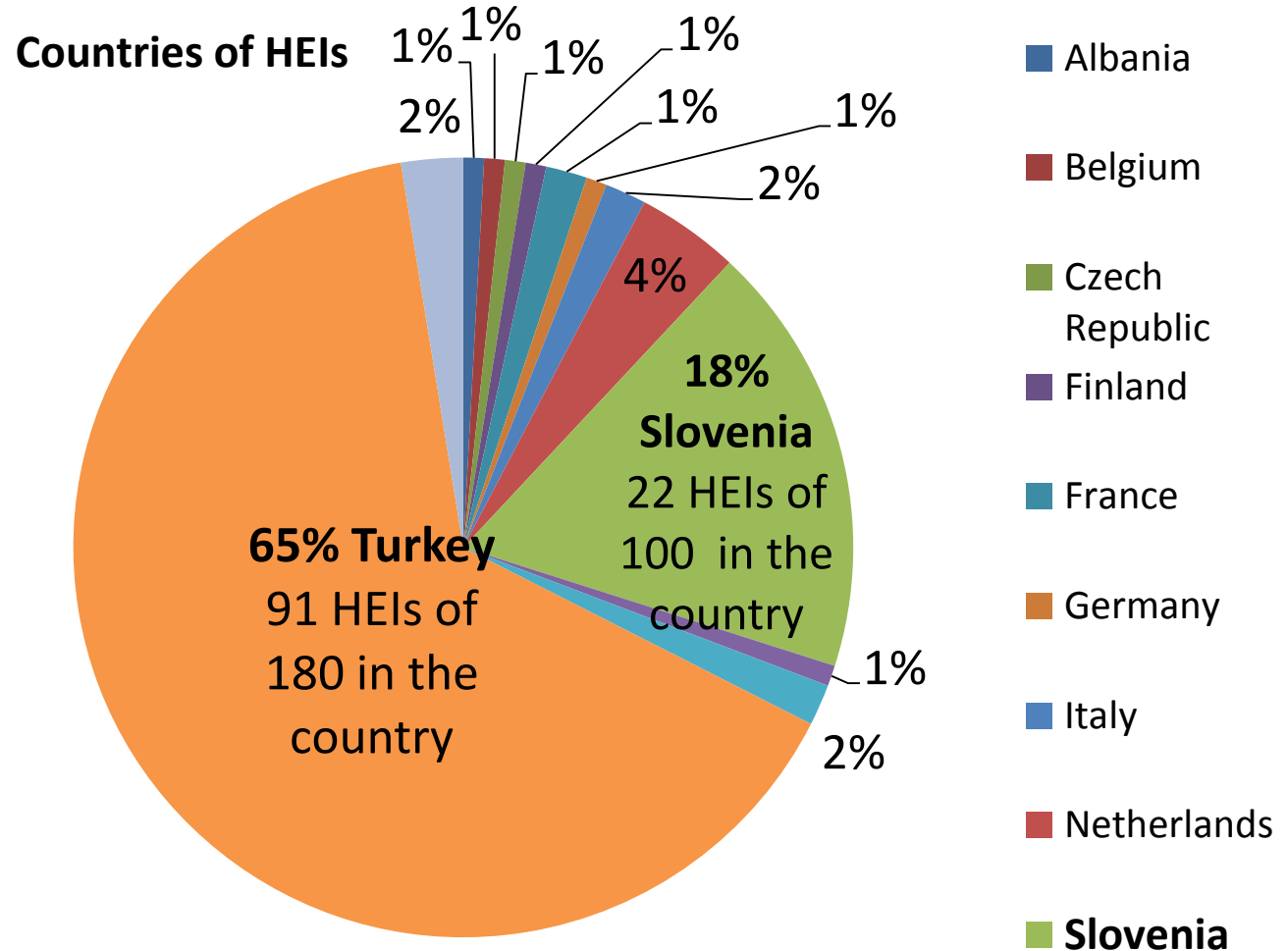
- **36 % have sufficient data**, but outsource analytics because they lack that skill internally
  - **22% have sufficient data but fail to incorporate it effectively** in decision making
  - **29% have both sufficient data and the resources to analyze it** for strategic and operating decisions
- Data Warehouses and “the Cloud” make it possible to collect, manage and maintain massive numbers of records.
  - Sophisticated technology platforms – turning the mass of numbers into meaningful patterns.
  - Data mining uses descriptive and statistics for descriptive and predictive analytics

# Exercise for participants

- Does your institution have a strategic internationalization plan or internationalization strategy?
- What data do you own and collect or report on regularly?
- In what ways is this data used in your unit?

# HEIDA Online questionnaire

- Online questionnaire using University of Ljubljana 1KA tool
- Respondent should be academic or administrative senior manager with responsibility for internationalization at central or faculty level
- **Questionnaire was open for 1 month (15/01-15/02, 2016)**
- **117 responses from HEIs in 13 European countries analyzed (141 valid questionnaires)**



# Online questionnaire

## Research questions

What was the typical university who responded to the questionnaire?

What were the most common internationalization aspects or dimensions present in the universities that responded? (top 5)

Are they able to find internationalization data and indicators easily?

Are they keeping internationalization data and indicators up to date?

Are they using data collection formats that are easy to use for queries and reporting?

Are senior managers using internationalization data for strategic decisions?

Is staff able to collect, analyse and report internationalization data?

# Results from questionnaire

- The «average» university was:
  - Young (<10 years old)
  - Public
  - Research oriented (offering PhD degrees)
  - Medium sized (10,000-20,000 students)
  - With mixed teaching languages
  - With a central international office coordinating internationalization activities



# Online questionnaire

## Top 5 most common internationalization dimensions /aspects

Internationalization aspects or dimensions	Frequency	Percentage
International partnerships	108	92,31%
International students (full time degree and credit mobility)	99	84,62%
International student, faculty and staff services	92	78,63%
International research projects (funding, collaboration)	91	77,78%
International programmes	80	68,38%

# Online questionnaire

## How is internationalization data managed right now?

- **69%** of the respondents agree that they are able to find internationalization data and indicators easily (18% disagreed)
- **67%** of the respondents think that their universities keep internationalization data up to date (14% does not agree)
- **56%** of the respondents think their data collection formats are easy for queries and reporting (16% disagree)
- **72%** respondents believe that university senior managers use internationalization data for strategic decisions (10% disagree)
- **78%** of the respondents agree that university staff are able to collect, analyse and report internationalization data whereas 8% do not agree

# Online questionnaire

## Those universities that disagreed...

**Are universities able to find internationalization data and indicators easily? - 18% (20) disagree**

- 50% are **large** universities and 35% are medium sized
- 90% of the universities **offer PhD** as the highest degree
- 40% of the universities are **financed both publicly and privately**
- 45% of the universities are **older than 50 years old** and 35% are younger than 10 years old
- In 50% of the universities, **a central International/Global office coordinates internationalization** and in the remaining portion a mix of central and faculty/department level offices coordinates.

**Are university senior managers using internationalization data for strategic decisions? - 10% (10) of the respondents do not agree**

- 40% are **large** universities and 40% are **small** sized
- All the universities **offer PhD** as the highest degree.
- 60% of the universities are **public and private funded**
- 60% are **younger than 10 years old**
- In half of the universities, a mix of central and faculty/department level offices handles international coordination, in 40% a central International/Global Office coordinates internationalization

# Online questionnaire

**What were the 10 most “popular” indicators?  
Which dimensions do they refer to?**

Indicator	Frequency	Percentage
<b>Does the university advise students on study abroad opportunities?</b>	72	61,54%
What proportion of students from the university participates in outgoing exchange or mobility programmes in a year?	66	56,41%
<b>Does the university have a clearly defined strategy for internationalisation?</b>	49	41,88%
<b>Does the university provide international students with comprehensive pre-arrival information (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, university services, sports and cultural activities);?</b>	43	36,75%
<b>Does the university have a specific organisational structure to support internationalisation?</b>	43	36,75%
<b>Does the university provide specific contact information for international internships?</b>	42	35,90%
What is the proportion of international students that graduates from the university in a year?	39	33,33%
Out of all courses offered by the university, what is the proportion of courses taught in a foreign language?	34	29,06%
Out of all students in the university, what proportion studies abroad in a year?	32	27,35%
<b>Does the university have a defined strategy to develop the participation of staff in internationalisation activities?</b>	29	24,79%

# Online questionnaire

**What were the bottom 5 least “popular” indicators?  
Which dimensions do they refer to?**

Code	Indicator Name	Frequency	Percentage
Q14a v	In a year, what is the ratio of <b>conference presentations delivered abroad</b> (or in the context of international conferences) to the number of researchers in the university?	8	6,84%
Q14a x	In a year, what proportion of researchers in the university author (or co-author) <b>pieces (books, journal issues, articles, etc) is published internationally?</b>	8	6,84%
Q14a k	In a year, out of all of the university's academic staff members, what proportion are <b>members of at least one international academic or professional association?</b>	8	6,84%
Q14a l	In a year, out of all of the university's academic staff members, what proportion is involved in <b>international joint doctoral supervision/co-tutelle?</b>	4	3,42%
Q14a q	In a year, out of the university's total budget for scholarships, what proportion is dedicated to <b>scholarships for international students?</b>	4	3,42%

# Online questionnaire

## The bottom 5 internationalization indicators – data management practices

- 73% of the universities have data for them
- In 88% of the countries they are optional
- In 84% of universities, they are collected once per year
- In 38% of the universities, **Education/Academic departments/units are responsible for collecting them** followed by Other (18%) and Research departments (17%)
- 82% of the universities use them **for Educational/Academic planning purposes**, 38% use for Funding and budgeting and 32% use for Media and marketing.
- The most common format is Excel (64%), paper records (48%) and own institution's data management software (31%).
- In 75% of the universities this data is presented to decision makers in annual reports (however, **18% of the universities also use open source/free data management/sharing software**)

# Online questionnaire

## Using the questionnaire as a proxy for the data sharing tool

- 72% of the respondents agree or strongly agree that the questionnaire was **easy to complete**
- 76% agrees that the indicators and questions were **related and relevant**
- 84% believes that the questions and indicators were within respondents' **scope of work**
- 82% found the **phrasing/definition** of the indicators easy to understand. (10% disagreed)
- 30% agrees that they need to ask for information outside their own units/departments. **57% does not agree that they need outside help**
- 70% found that the data collection is **helpful**

# Online questionnaire

How aware about internationalization are the universities' as a whole after going through the exercise of the questionnaire as a proxy for the tool?	Frequency	Percentage
Low	4	5,41%
Moderate	26	35,14%
High	44	59,46%



# Online questionnaire

Why do you think there is low level of awareness of internationalization at your institution?

- Being a **young/new/small/ small and public** institution – needs more time and staff or it is not a priority yet (*«management understands the basic concept of it but does not take it as an integral part of functioning of our institution»*)
- Not a **goal** for the management
- No **administrative staff** supporting this process
- Insufficient **budget** / not made any relevant investment in this field.
- We need more **time** to collect it (data) effectively
- We need a better international **strategy** / there is no strategy / not yet reached a good level of planning of internationalization
- Lack of **communication** between departments/units
- Internationalization comes as a product of many activities and it is **hard to monitor** all aspects.
- Some academic/administrative units still have **doubts** on some of the activities which may be placed under internationalization such as development of international curriculums.
- **Location** of our university is a disadvantage for internalization.

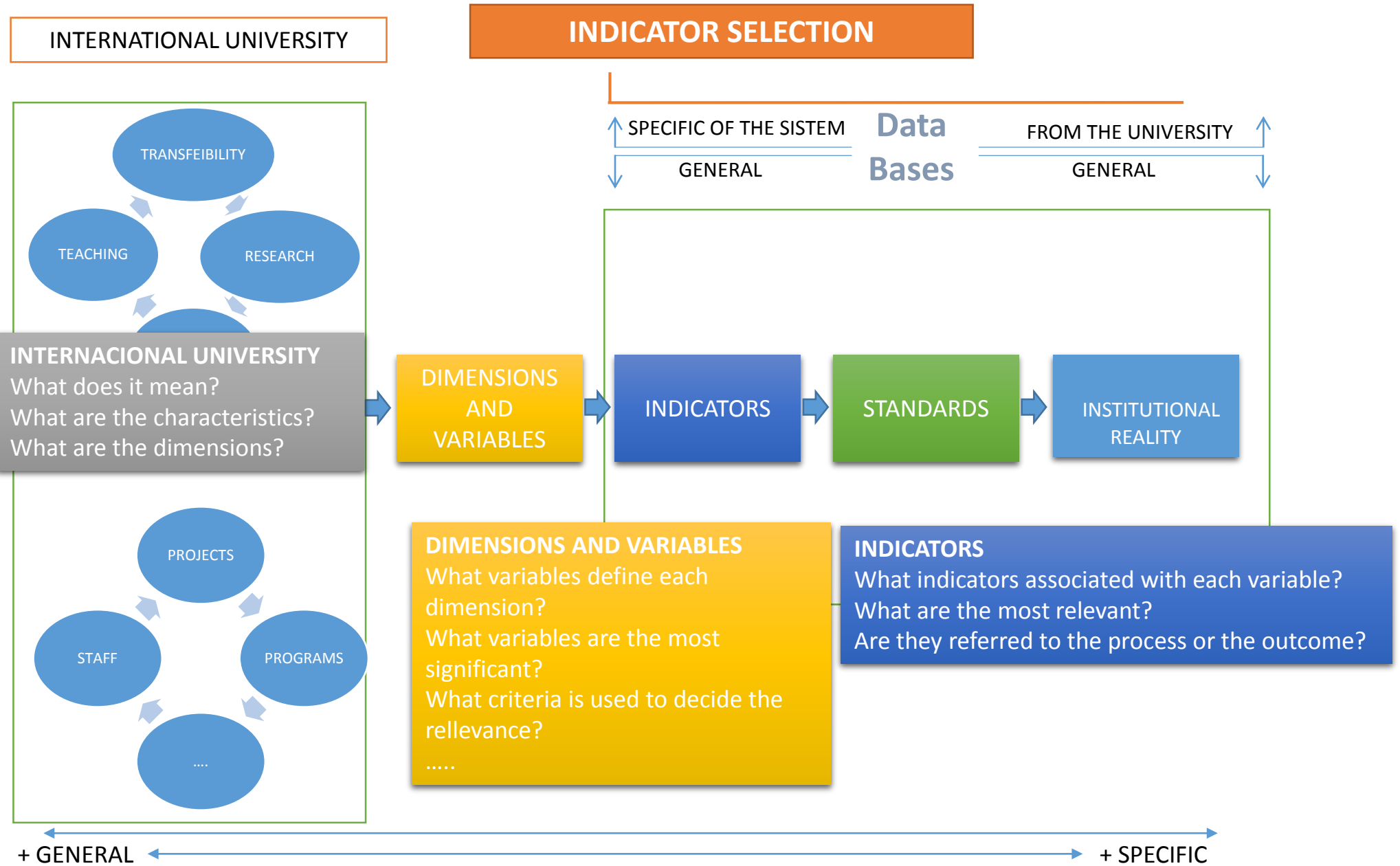
# Type of management activity and use of data

Type of management activity	How to use data and what type of data is required
Diagnosis and teaching –learning problems clarification (individual or group decision-making)	Analyze how and how and for what purpose the students’ learning match the standards set by the system.
Establish alternative lines of action (internal use)	University managers use data in order to evaluate programs or curricula approaches and to analyze its potential compared to other alternative programs.
Justifying taken decisions (external purposes)	The data (eg. relating to: characteristics of students, learning outcomes, program benefits, etc.) is used selectively in order to justify the opportunity of the measures taken based on them.
Contrasting with other information requests (especially with external purposes)	University managers carefully generate the information required by external agencies, authorities or funding groups, for example: the description of how the groups operate or how they are assessed.
Report daily practice (internal purposes)	Data is used by administrators and teachers in order to guide internal practice. Data can be formal or informal and they can be analyzed and interpreted directly by academics to refine their teaching process.
Manage meanings, culture and motivation (internal purposes)	Data help university managers to better understand and to guide cultural aspects at the workplace, showing teachers how the organization accomplishes its objectives, what it is taking into account in their work and what kind of professional learning needs exist .

# Challenges or factors in using data in decision-making

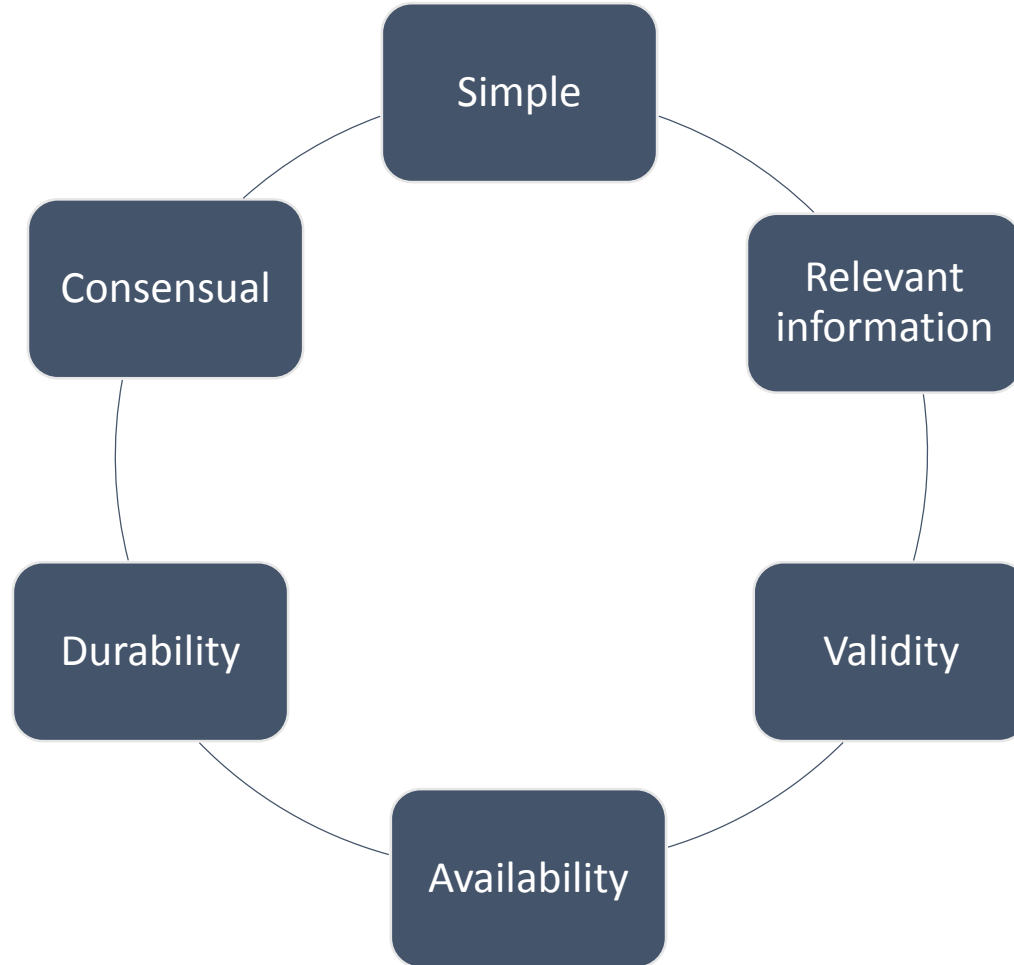
- Data accessibility;
- Quality of the data (real o perceived);
- Motivation in using data;
- Ability and Support;
- Curricular pressure;
- Time constraints;
- Organizational culture and leadership;
- History of the status of accounts.

# INTERNATIONALIZATION DATA IN TEACHING



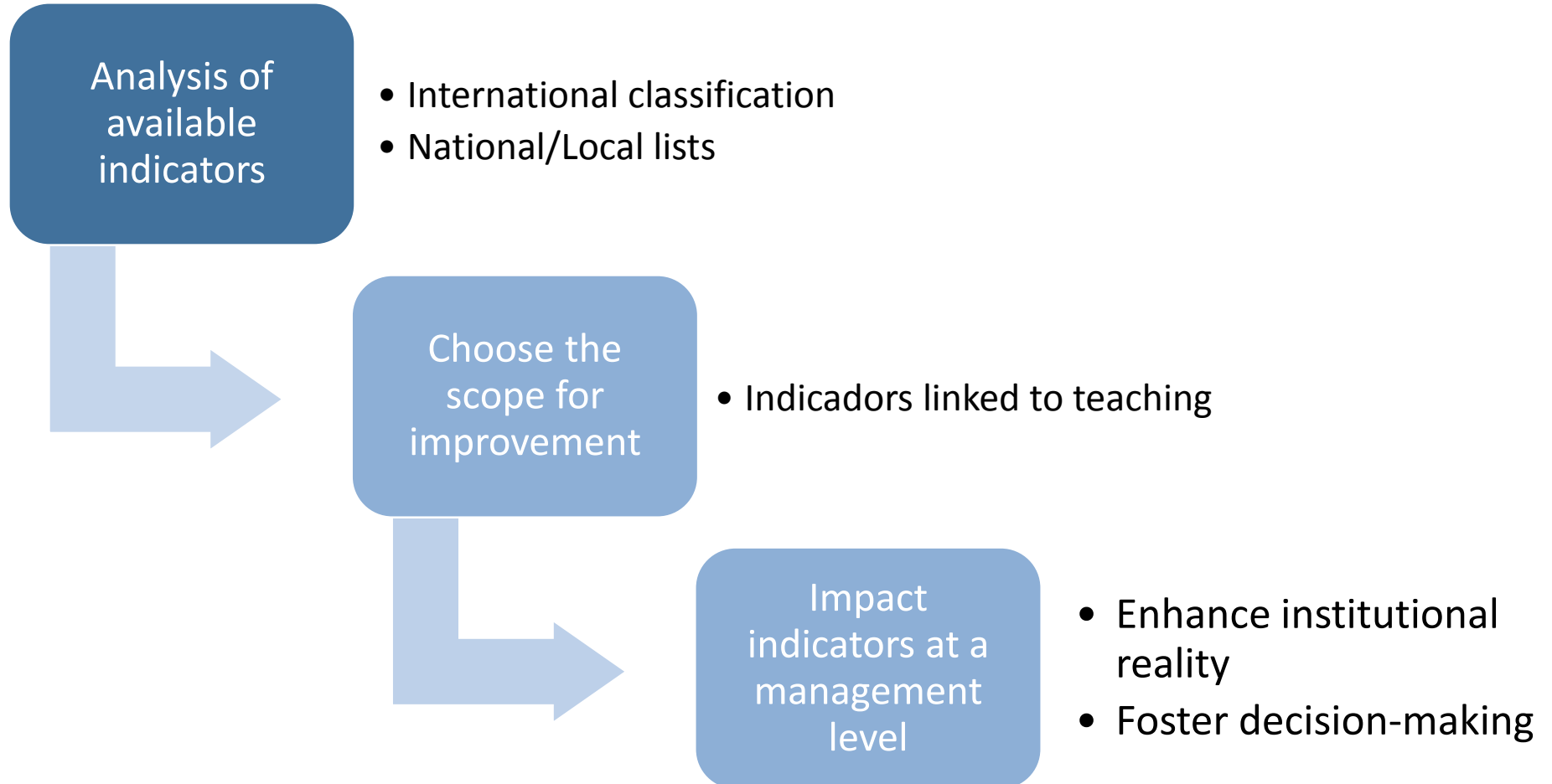
# INTERNATIONALISATION DATA IN TEACHING

## Indicator features



# INTERNATIONALISATION DATA IN TEACHING

## Indicator selection process



# Institutional Context Analysis

- Documentary analysis work
- Interviews with officials of the Office of Information Management
- Multiple tools for data collection
- Multiple agents involved in data collection

## SUMMARY OF INTERNATIONALIZATION-RELATED INDICATORS/ ACTIVITIES BY CATEGORY

CATEGORY	EXAMPLES OF INDICATORS/ACTIVITIES
Contributions to internationalization	International partnership development
Teaching	Teaching abroad; study abroad program development, direction, and delivery; curriculum internationalization and pedagogy; mentoring and advising international students
Research and scholarship	Presentations at international conferences; international publications; translation of work into a foreign language; international grants and patents; international performances and exhibitions; international research collaborations
Service	Contributions to international professional organizations and other entities; international development work; discipline-specific service endeavors
International reputation	International recognition and stature; international awards; external support letters (from non-U.S. colleagues or addressing the candidate's international reputation)

*Source: Internationalizing the Tenure Code: Policies to Promote a Globally Focused Faculty.*

# The HEIDA Tool

## What is it?

- Web-based tool
- Login using existing university profile username
- **3 types of users:**
  - **Admin:** «owner» of tool (eg International Office)
  - **Editor:** «content providers» of the tool (eg. Academic Coordinators, Unit Managers)
  - **Viewer:** «users» of the tool (eg. professors, communications staff, prospective students, partner universities, funding agencies, etc)
- A public and internal interface



# The HEIDA Tool

## Database objects:

- **GOALS:**
  - 5 goals for internationalization
- **GROUPS:**
  - 9 groups that represent an aspect of a higher education institution
- **SUBGROUPS**
  - 22 subgroups that represent more specific aspects of internationalization / dimensions of internationalization
- **INDICATORS:**
  - All have a unique code (eg. 01-001)
  - Indicator name is written as a question (eg. «*What proportion of staff members in the unit has work experience abroad of at least six months?*»)
  - Types: Yes/No, Numerical (absolute, ratio, %)
- **DATA MANAGEMENT CRITERIA**
  - 8 questions/criteria
  - Some Y/N, some are multiple choice
  - Customisable list of options but fixed criteria

Criteria 1 Do we have this data?	Criteria 2 Optional or required?	Criteria 3 Collection frequency	Criteria 4 Who is responsible for collection?	Criteria 5 What is this used for?	Criteria 6 Quality assurance	Criteria 7 Format of collection	Criteria 8 Format for use
Yes	Optional	Once per year	Academic departments	Academic planning	Yes	Paper	Annual reports
No	Compulsory	Once per term	Research departments	Accreditation	No	Excel	Intranet
Partially		Once a month	International office	Membership records		Own data mgmt software	Website
		Other	HR department	Funding and budgeting		Commercial data mgmt software	Own CRM
			Quality assurance department	National statistics		Open source data mgmt software	Open CRM
			ICT department	Media and marketing		Other	Other
			Finance department	Research			
			Strategic planning	Benchmarking			
			Other	Other			

# The HEIDA Beta Tool v.1

## Tool Functions:

- **INDICATOR SELECTION**
- **DATA INPUT**
- **VISUALIZATION – EXPORT**
- **QUERY / SEARCH**
  - Select **relevant indicators** for your unit (College, Graduate School, whole university, administrative unit)
  - Select **data for current and/or previous years**
  - **Download detailed data documents** if relevant (PDFs, Excel, other)

# The HEIDA Beta Tool v.1

## Step 1. Select one or more goals from among the five goals presented

- The goals represent the vision of the senior manager of the unit in terms of where they would like to see their unit situated, or how they would like to see it performing, and should be aligned with relevant strategies, policies or plans
- Ask yourself as a manager **“Why?”**—i.e. **why this/these goal(s)?** Having a clear understanding of the institution’s or unit’s context is key to guide a process from which the maximum value can be extracted

# The HEIDA Beta Tool v.1

## **Step 2. Explore the indicators suggested for each goal or from the full indicator list**

- As a manager you should establish clear connections between your indicator choices and the overarching goal or goals selected in Step 1

## **Step 3. Select specific indicators within the categories of interest**

# The HEIDA Beta Tool v.1

**Step 4. Collect data from relevant databases, sources or people, ideally over a period of some years or time cycles.**

- Having data for more than one year will facilitate some sense of trends rather than one-off “snapshots”.

**Step 5. Examine the data in light of the selected goal(s).**

- What are the short-term results or outputs?
- What are the proven effects or apparent tendencies, beyond the immediate results or outcomes?
- What is the perceived longer-term result or impact?

	Goal 1: To enhance the quality of education (SIU)	Goal 2: To enhance the quality of research (CF)	Goal 3: To prepare students effectively for life and work in an intercultural and globalizing world	Goal 4: To enhance the international reputation and visibility of the unity (Perspektywy)	Goal 5: To provide service to society and community social engagement (CHE)
<b>Output</b>	In 2006, Institution X sent 10 bachelor-level students on a student exchange program to Institution Y in another country.	In 2005, the unit received 12 international visiting researchers from different countries.	In 2007, Department X sent abroad 37 students (i.e. 30% of its study-abroad eligible students) for a study period of at least 3 months.	Each year from 2002-2010, Institution Y increased the number of highly qualified international professors it employs by 10-15%.	In a given year, 20% of an institution's graduating students have enrolled in an international service learning module at least once during their studies.
<b>Outcome</b>	In 2008, four of the students graduated from institution X after completing an in-depth Bachelor level research Project, focusing on topics they were introduced to in institution Y. Two of these students went on to Master's level study in the field related to this undergraduate research.	In 2010, 7 of these International visiting researchers continue to collaborate with the unit upon return to their home Institution.	94.5% of the students (35 in total) obtained proven Intercultural communication skills in the foreign setting, based on pre- and post-study abroad evaluation.	In 2008-2010 institution Y achieved accreditation in several high-visibility fields and raised its standings in key rankings, in part due to the rising quality of the academic programs offered by its increasingly International professoriate.	Of the students who have participated in an international service learning module, 50% have gained demonstrable insight into societal needs and the application of academic learning to non-university settings.
<b>Impact</b>	By 2002 one of these students was an advanced PhD candidate, carrying out research in cooperation with both institution X and Y. This doctoral project provided the impetus for the launch of a new joint Master's course between these institutions.	By 2012, the unit's domestic researchers had published 10 different pieces (books and peer reviewed articles) with the visiting researchers in international scientific publications.	In 2011, 5 of these 35 students (14%) were employed within 6 months of graduating, in jobs in which their employers rate their Intercultural communication skills as "good" or "excellent".	In 2011, institution Y demonstrated clear market advantage over competitor institutions in its country, attracting high levels of research funding, new faculty, and highly competitive students.	5 years after graduation, one quarter of the graduates who had enrolled as students in the institution Service learning module held positions of responsibility in NGOs and other socially oriented organizations.

# Recommendations for institutional leaders and managers

- Map out strategy and planning: each department should have its own too
- Look for early wins
- Develop better monitoring systems
- Where to invest as an institution? On **expertise, process, and policies** before acquiring new tools or collecting additional data.
- Don't wait for perfection
- Partnership and ownership are key
- Faculties have experts in methodology and statistical analysis (in-house resources)
- «*Most of the collected data is not disseminated*»: raise awareness of students, faculty, staff and wider community



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