An Approach to setting indicators of achievement for Internationalisation

Based on EFMD Internationalisation Framework and indicator model devised by Helen Verhoeff (Curtin Business School, Australia)

References:

- EFMD Standards and Criteria (2023) pages 73-74   https://www.efmdglobal.org/wp-content/uploads/2023_EQUIS_Standards_and_Criteria.pdf
- "Journey to Internationalisation" – Article by Helen Verhoeff in Global Focus Magazine. https://www.globalfocusmagazine.com/one-schools-journey-to-internationalisation/

Suggested Use

- *For each question, define the relevant indicators of impact or success (high achievement indicators, medium achievement indicators and low achievement indicators) in the context of YOUR School. (One example is provided, for illustrative purposes). Do this for EACH of High, Medium and Low – based on your definition of what defines High, Medium and Low for your School.*
- *Take a measure of where the school is at NOW, using the guideline indicators. Use this detail to populate the EFMD radar graph.*
- *Ensure appropriate initiatives and actions are in place to promote improvement.*
- *Periodically, REPEAT the measurement process (recording on the radar graph) and note any changes over time – reflecting on ways to further improve the indicators of achievement.*

EFMD Internationalisation Framework	Indicators of Achievement		
	High	**Medium**	**Low**
Example: Strategy – Does the School have a well-defined strategy for internationalisation, including a digitalisation component if relevant? Does the School have the plans and resources for the strategy's implementation?	• *The role of internationalisation is clearly defined in the mission, vision and/or values of the School* • *Internationalisation consistently embedded across the School strategy and related sub-strategies.* • *Clear targets exist*	• *The role of internationalisation is present, but not clearly defined, in the mission, vision and/or values of the School* • *Internationalisation is reflected in the strategy but is not consistently embedded across all dimensions and/or related sub-strategies.* • *Targets are either vague or unrealistic.*	• *The role of internationalisation is not identified within the mission, vision and/or values of the School* • *Internationalisation is not identified as a strategic objective within the School strategy.* • *Targets either do not exist OR are operational, with no underlying strategic cohesion.*

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EFMD Internationalisation Framework	Indicators of Achievement		
	High	Medium	Low
			•
1. Strategy – Does the School have a well-defined strategy for internationalisation, including a digitalisation component if relevant? Does the School have the plans and resources for the strategy's implementation?	•	•	•
2. Recognition/Reputation – What is the level of competitiveness and recognition of the School in international markets?	•	•	•
3. Governance/Advisory Board – How does the international dimension manifest itself in the School's governance and advisory system? To what extent and how is digitalisation used to increase the involvement or the mix of international advisory members?	•	•	•
4. Curriculum/EE/Learning resources – What is the international perspective in the School's degree and EE programmes? If the School offers online executive programmes targeting international markets, what resources are provided?	•	•	•

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EFMD Internationalisation Framework	Indicators of Achievement		
	High	Medium	Low
5. **Research & Development – What is the international scope and recognition of the School's R&D? To what extent and how does digitalisation contribute to expanding the international scope and recognition of the School's R&D?**	•	•	•
6. **Competencies – Are global-mindedness and cultural sensitivity developed? Is language learning provided and is English widely used for learning materials, teaching and publication?**	•	•	•
7. **Faculty/Visiting Professors – What is the inter-cultural mix of core, adjunct and visiting faculty? To what extent and how is digitalisation used to bring international adjunct/visiting faculty to the School?**	•	•	•
8. **Students/Exchanges/Alumni – What is the inter-cultural mix of degree-seeking and exchange students, and the international spread of alumni? To what extent and how is digitalisation used to increase the diversity and the engagement of remote international students and alumni?**	•	•	•

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EFMD Internationalisation Framework	Indicators of Achievement		
	High	Medium	Low
9. **Professional Staff – Is there an international/partnerships/exchanges office with an intercultural mix of professional staff?**	●	●	●
10. **EE/Clients/Recruiters – What is the level of the School's international corporate links with clients/employers, including international companies with domestic offices? To what extent and how does the School use digitalisation to connect and engage with international organisations?**	●	●	●
11. **Alliances/Partners – What is the quality of the School's international academic partners, strategic alliances and professional networks?**	●	●	●
12. **Activities Abroad – What is the School's level and quality of internationalisation outside its home country, such as satellite campuses or joint programmes)? To what extent and how is the School leveraging digitalisation for internationalisation outside its home country?**	●	●	●

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