Using Data to Demonstrate Why Internationalization Matters

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Setting the State:
Global View: Megatrends

- **EXPANSION** of higher education enrollments: 262 million by 2025
- *Education mobility has doubled since 2000*
- **DEMOGRAPHIC SHIFTS**: declining youth cohort, e.g. Japan, South Korea, Germany, and growth in secondary seeking HE, e.g. India, Africa
- Role of **TECHNOLOGY** in education
- Growing nationalism and global **CONFLICTS** resulting in academic displacement
- Ongoing **GLOBAL PANDEMIC** = travel bans, visa restrictions, COIL
How Are Countries Responding?

**Capacity Building**
- Increasing home-country capacity and study abroad
- Training human capital - The role of int’l scholarships
- Attracting global talent through active recruitment
- Insuring equity, access, and diversity

**Global Engagement**
- South - South Collaboration
- Regionalization - Asia, Africa, and Latin America
- University and Consortium Partnerships
Globalization

The movement and interdependency of ideas, people, goods, capital, services, and organizations as well as threats that cross borders.

~ American Council on Education

- Climate Change
- Pandemic/public health
- Democracy v. Autocracy
- Localization
- Diversity, Equity, Inclusion
- Wealth inequality
- Hybrid, in-person, Zoom
- International research collaboration
Second Quarter 2020 GDP Contraction and COVID Cases Per 100,000 Population

GDP percent change, quarter/quarter

Q2 GDP = -2.02*log(Cases) + 0.10

COVID-19 cases per 100,000 (as of June 30)


AIEA: Leaders in International Higher Education
Internationalization

Higher education’s engagement with the reality of Globalization.

~ American Council on Education

America's leading research universities are at the forefront of the battle against COVID-19 and are working to protect us from other pandemics. From assisting communities developing response strategies, to increasing testing capacity and researching possible vaccines, to treating people who have contracted the novel coronavirus, universities are working tirelessly to address the full impact of this pandemic.

~ Association of American Universities
Case Western Reserve COVID Outreach

COVID-19 impact on practice, research and training

- Schools and Programs of Public Health are at the nexus of public health practice, research, and training and have a strong history of collaboration with health agencies.

- COVID-19 is at its core a public health crisis requiring a coordinated public health response and professional development to address existing and emerging demands.

- COVID-19 has renewed society’s awareness of ongoing public health needs.

Response to COVID-19

- A collaboration within CWRU: Faculty, Staff, Students, Alumni.

- A collaboration within CDPH, City of Cleveland, and regional partners.

- A collaboration between CDPH and CWRU to advance public health monitoring, data management, data analysis, reporting, and research, and professional development.
Case Western Reserve COVID Outreach
Benefits From International Students

South Carolina

- Financial contribution: $128.3m
- Jobs supported: 1,217
- Int’l students Enrolled: 5,352

3rd Congressional District (Congressman Jeff Duncan)

- Financial contribution: $31.3m
- Jobs Supported: 337
- Int’l Students Enrolled: 1,753
Key Factors in Regional Economic Advancement

Migration is Economic Development - Richey Piiparinen, Jim Russell, Josh Valdez
International Education Data Uses

Benchmarking internationalization efforts

Strategic planning for internationalization

Recruitment and enrollment management

Advocating for internationalization on campus and in the community
Types of International Education Data

- **Open Doors**: 95% SIOs with education degree, 81% SIOs with a degree in other discipline(s)
- **SEVIS**: 81% SIOs with education degree, 75% SIOs with a degree in other discipline(s)
- **NCES/IPEDS**: 40% SIOs with education degree, 28% SIOs with a degree in other discipline(s)
- **NAFSA**: 23% SIOs with education degree, 17% SIOs with a degree in other discipline(s)
- **UNESCO**: 16% SIOs with education degree, 14% SIOs with a degree in other discipline(s)
- **Project Atlas**: 11% SIOs with education degree, 8% SIOs with a degree in other discipline(s)
- **Department of State**: 7% SIOs with education degree, 4% SIOs with a degree in other discipline(s)
- **Other IIE data**: 7% SIOs with education degree, 4% SIOs with a degree in other discipline(s)

AIEA: Leaders in International Higher Education
Open Doors

www.opendoorsdata.org

Extensive data tables made freely available to all who want to use the information for background research, benchmarking, developing policies, recruitment, advocacy, and more
SEVIS is the web-based tool that the Department of Homeland Security uses to maintain information on F visa and M visa students in the United States. The map is updated with information from SEVIS every quarter.

https://studyinthestates.dhs.gov/sevis-data-mapping-tool
NCES/IPEDS

https://nces.ed.gov/ipeds/use-the-data
NAFSA Economic Impact Tool

NAFSA conducts an annual state-by-state and congressional district analysis of the economic contributions of international students and their families to the U.S. economy.
IIE COVID-19 Research

www.iie.org/publications
Student Data: Where the Tire Hits the Road

The IMPACT of Study Abroad
- Real life experience
- Enhanced critical thinking/creativity
- Employment edge
- Self-reliance
- Adaptability
- Better Global Citizen

What we found at our university:
Academic
Improved GPA
Higher Retention Rates
Higher Graduation Rates

Beyond the Sacred Halls:
More connected
Higher giving

Where can you mine and who can you partner with?
Broader published studies
University’s Institutional Research (IR)
Library

"Studying abroad was the highlight of my college career. Going to Ireland definitely opened my eyes to a whole new world and helped me so much. I went abroad my junior year because that was when I really wasn’t sure I wanted to stay at ERAU. I was looking at other options, different schools to transfer to, but since I was further into college, transferring seemed very difficult. That’s when I looked into going abroad. Making that decision helped me realize how much I still loved ERAU but was just in need of some change. Being in Limerick, Ireland for a year really helped me grow as a person. I went into a new place alone and was very shy. In the end, I left after a year with some of my best friends that I still talk to 3 years later and a much more open person. I am more ambitious now, and have so much more confidence in myself. I solo traveled all over Europe while I was abroad, which helped me grow so much. Now, after graduating, it has helped me in the real world whether I needed a conversation starter or just a confidence boost. As for getting a job, employers always love seeing international experience on resumes because it shows that you are motivated and resourceful. It really helped me more than I could have ever imagined. Whenever someone asks me about my time abroad, I always tell them I’d go back in a heartbeat if I could."

~Lexi Feinman, University of Limerick Spring 2019, Aeronautics
What we found at ERAU...

Improved GPA

1st and 2nd Year Retention
Research Data and Global Rankings

- Web of Science
- Publication Metrics
  - Number
  - % in top publications
  - Gender
  - collaborations

http://nturanking.csti.tw/

https://www.leidenranking.com/
International Collaborations and Research

Case Western Reserve University Scholarly Output at CWRU, 2015-2020 from Scopus

Only 32.3% of current research is with international collaborators, but accounts for 53.7% of all citations with an average 22.9 citations per publication and a field weighted citation impact of 3.10.
Thank you!

Questions and Comments