

The background features a blue gradient with various silhouettes of people in different poses, some holding hands, and abstract circular and swirling patterns. The overall theme is collaborative and dynamic.

Interactive Workshop: Measuring Integration

Stephen Williams, University of Warwick
Leo Boe, Warwick SU

Integration = *mutual accommodation*

“Integration can only be freely chosen and successfully pursued by non-dominant groups **when the dominant society is open and inclusive** in its orientation to cultural diversity.”

(Berry, 1991)

Mapping integration

The 3 domains of student life:

- Academic life – academic integration
- Daily life - administrative integration
- Social/interpersonal life- social integration

The student perspective (1)

“In China we do not have seminars, we have lectures. The teacher stands at the front, but here teachers walk around and mingle. **It was a big earth-shattering moment for me** when the teacher sat on the table talking to us. I think it’s quite good, but **I was shocked. If I was prepared for that, I would have adapted to British culture quicker.**”

*Chinese 1-year Master’s student, University of Warwick,
25 January 2012*

The student perspective (2)

“I’d like to **distinguish between academic life and social life**. I cope way better with the academic experience than my social life. **It was way easier.**”

Iranian PhD student, University of Warwick, 25 Jan 2012

How did you manage to integrate in your social life?

“I didn’t use the Students’ Union, I used sports clubs. It was difficult in the beginning because everyone was English, but I joined the mountaineering club and we went on a trip every weekend. At first I thought my culture had a problem. I now understand the difference in cultures.”

The student perspective (3)

“I’m so disappointed in young Spanish people – they have a lack of interest in anything and just stay at home with Facebook. In Russia at 32 you have a family, hobbies, a job. Here at 35 they don’t have a job, children, boyfriend or girlfriend. It’s a very surprising cultural difference. There aren’t any points I would evaluate as positive.”

PG Russian focus group participant, UAB, Spain, April 2010

Grass-roots activities

Examples of grass-roots activities at Warwick:

- Orientation programme
- Volunteering
- Mentor/buddy schemes
- One World Week
- Cultural clubs and societies
- Language exchanges
- Integration in halls of residence
- Social events that encourage integration

Measuring Integration

Group Discussion Question 1:

- *Think of the “grass-roots” activities or events you are running to achieve your integration/internationalisation objectives*
- *If some of your activities or events work better than others, then why is that?*
- *What do you currently measure and how do you measure success?*

Tools for measuring success

- “Numbers” (through the door/nationalities)
- (Social) Network Analysis
- Internal surveys and focus groups
- Quantitative versus Qualitative data
- Benchmarking surveys (e.g. UK SB & ISB)
- Student Engagement Surveys
- Internationalisation Key Performance Indicators
- Student experience indicators (bottom-up)
- Intercultural competence assessment tools

Measuring Integration

Group Discussion Question 2:

- *Whose responsibility (if anyone's) is it to measure integration at your institution?*
- *Are there areas/activities where your university and students' union could collaborate more closely on measuring the impact of integration activities?*

Evaluating Success

Group Discussion Question 3:

- *How could your institution go beyond measuring mere “numbers” to measuring students’ achievements and intercultural development?*
- *How could you evaluate the success of your “integration programme”?*

3 Rs of Intercultural Learning

Report: describe to yourself as objectively as possible what happened and how you felt.

Reflect: Think over why you felt like this. What Cultural Practices and Perspectives (i.e. norms, beliefs, values or assumptions) were you influenced by?

3 Rs of Intercultural Learning

Re-evaluate: Now try to think about what happened from another perspective – that of the other person. What different Cultural Practices or Perspectives might the other person have been influenced by? How might that influence your judgement of what happened?

The Evaluation “Umbrella”

