Internationalisation and the Development of Global Graduates: Insights from the Global Education Profiler (GEP)

Helen Spencer-Oatey & Daniel Dauber
Introduction: What constitutes an internationalised university?
True or false?

A. The more diverse our body of students and staff, the more internationalised we are.
True or false?

B. The more international/diverse our campus, the better is our students' study experience.
True or false?

C. Student satisfaction is an indicator of successful internationalisation.
Introduction

➢ How do league tables measure internationalisation?
➢ How do these criteria match with our answers to the True and False questions?
<table>
<thead>
<tr>
<th>Parameters</th>
<th>Organisation</th>
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<tbody>
<tr>
<td></td>
<td>THE</td>
</tr>
<tr>
<td>Composition: international students</td>
<td>✓</td>
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<tr>
<td>Composition: international staff</td>
<td>✓</td>
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<tr>
<td>Composition: international diversity</td>
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<tr>
<td>Incoming &amp; outgoing student mobility</td>
<td>✓</td>
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<tr>
<td>International student support (religious facilities)</td>
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<tr>
<td>International joint publications</td>
<td>✓</td>
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Internationalisation & integration

“simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the inclusion of international students in communities and classes.”

British Council
Integration of international students: A UK perspective
2014
Internationalisation & integration

➢ Why is integration important for fostering ‘global graduate’ skills & qualities?

▪ For the answer, we need to understand how growth in intercultural competence takes place.
Developing ‘Global Graduate’ skills and qualities
Developing Global Graduate skills

➢ What elements foster growth?
➢ According to the Global People Growth model, there are two key elements:
  ▪ Contexts needed for growth
  ▪ Routes that facilitate growth
Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

Many types of opportunities; e.g.

- Study abroad
- Volunteering
- Work placements …
- Mixing with people from diverse backgrounds, socially and academically, is a very important element. i.e. student integration
Stages of Internationalising HEIs

- **Pre-Internationalisation**
  - Low diversity university population

- **Structural Internationalisation**
  - Highly diverse university population: *limited* intercultural interaction, integration and personal growth

- **Community Internationalisation**
  - Highly diverse university community: *high levels* of intercultural interaction, integration and personal growth

- **Competency Internationalisation**
  - Highly diverse university community: Interculturally competent staff and students

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Internationalisation & integration

Experiencing difference

➢ How integrated are our student communities?
Social mixing (Warwick ISB/SB)

Satisfaction with making friends

- From my home country
- From this country
- From other countries

<table>
<thead>
<tr>
<th>Country</th>
<th>From my home country</th>
<th>From this country</th>
<th>From other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>92%</td>
<td>79%</td>
<td>88%</td>
</tr>
<tr>
<td>EEA</td>
<td>87%</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>UK</td>
<td>89%</td>
<td>70%</td>
<td>88%</td>
</tr>
<tr>
<td>Other overseas</td>
<td>63%</td>
<td>80%</td>
<td>88%</td>
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<tr>
<td>Oversea</td>
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</tbody>
</table>
Social mixing (Warwick ISB/SB) (additional item)

I find it difficult to socialise with people who are from different countries

- China: 45% (entire sample), 46% (PGT)
- EEA: 13% (entire sample), 12% (PGT)
- UK: 16% (entire sample), 10% (PGT)
- Other overseas: 25% (entire sample), 16% (PGT)
How can we develop a strategic plan for GG skills growth?
Needs analysis

➢ Development of ‘Global Graduates’ entails more than social mixing;
  ▪ We’ve developed the Global Education Profiler (GEP) to help probe a range of aspects, each in greater depth than the ISB/SB.
  ▪ Now licensed to i-Graduate.
# Measuring internationalisation

<table>
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<th>Traditional</th>
<th>GEP</th>
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<tr>
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<td>International joint projects</td>
<td>✓</td>
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<tr>
<td>Social integration</td>
<td></td>
<td>✓</td>
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<tr>
<td>Academic integration</td>
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<td>✓</td>
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<tr>
<td>Communication skills</td>
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<td>✓</td>
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<tr>
<td>Foreign language skills</td>
<td></td>
<td>✓</td>
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<tr>
<td>Global graduate skills &amp; support</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Needs analysis

What does the GEP offer?

- Respondents rate items in two ways: Importance and Actual experience.
- Identifies students’ aspirations for integration and for developing ‘Global Graduate’ skills;
- Identifies students’ actual experiences of integration, opportunities and support for developing ‘Global Graduate’ skills;
- Shows the gap between the two;
- Provides vital information for strategic planning for internationalisation.
GEP: The GAP matrix

LOW IMPORTANCE

HIGH IMPORTANCE

Importance to me (IMP)
GEP: The GAP matrix

- HIGH EXPERIENCE
- LOW EXPERIENCE

My actual experience (EXP)

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GEP: The GAP matrix

- **OVERDELIVER**: Experiences meet importance
- **UNDERDELIVER**: Importance to students

- Students’ experience
- Importance to students

45° diagonal line = zero gap
GEP: The GAP matrix

- **Nurturing** (High on both axes)
- **Flourishing** (High on both axes)
- **Limiting** (Low on both axes)
- **Unfulfilling** (Low on both axes)

The axes represent the relationship of students' experience to the importance to students, with 'High' and 'Low' on both axes.
Further information

- Dashboard with data from about 4000 students from 7 universities in 5 countries available here:
  www.warwick.ac.uk/gep
  - Quantitative data
  - Open comments
- GEP available from i-Graduate
Insights from the GEP: A Case Study
Case study background

University in Continental Europe:

- Strong international outlook;
- Courses taught in English;
- 359 respondents taking 4 year integrated masters in Engineering Technology;
- Intercultural skills very important to them for employability reasons;
- Strategic timing – half-way through the 4 year course.
Communication Skills

GAP Analysis: Communication Skills (CS)

Trimeans:
IMP: 4.03 (4.78)
EXP: 3.76 (4.15)
GAP: -0.27 (-0.62)

Items rated as the most important

- I am getting better at explaining my ideas clearly to others (CS)
- I am developing the communication skills I need for working in global contexts (CS)
- If I don’t understand what someone says, I find ways of clarifying what I mean (CS)
Strategic interpretation (CS)

- Reassuring – communication is distinctive feature of the programme
  - Specific module on communication each term and also woven into all modules;
  - Students are responding positively to it.
- Plans for curriculum reform (from a higher level) are putting communication modules under threat.
  - This finding indicates they’d be unwise to make such changes.
Strategic interpretation (CS)

❖ **For follow up:** (Analyse open comments for insights)
  ➢ What is it about the communication element that students particularly appreciate?
  ➢ How can the experience be further improved?
  ➢ Reconsider the curriculum reform plans.
Items with largest gap between aspiration and experience

- I regularly spend time with fluent speakers of the foreign language I am learning (LS)
- I have been given helpful tips on strategies for foreign language learning (LS)
- The university provides good opportunities for me to learn the foreign language of my choice (LS)

GAP Analysis: Foreign Language Skills (LS)

Trimeans:
IMP: 3.70 (4.62)
EXP: 3.00 (3.48)
GAP: -0.70 (-0.62)
Strategic interpretation (LS)

- Somewhat surprising
  - 58% attach importance to foreign language skills
  - Most feel university is under delivering (below the diagonal)

❖ For follow up: (Analyse open comments for insights + maybe focus group discussions)

➢ What exactly is it that students feel is missing?
GAP Analysis: Social Integration (SI)

Social Integration

Nurturing 10%
Flourishing 21%
Limiting 51%
Unfulfilling 18%

Nurturing 15%
Flourishing 25%
Limiting 48%
Unfulfilling 12%

Trimeans:
IMP: 3.28 (4.45)
EXP: 3.15 (3.60)
GAP: -0.13 (-0.85)

GAP Analysis: Academic Integration (AI)

Academic Integration

Nurturing 10%
Flourishing 21%
Limiting 51%
Unfulfilling 18%

Nurturing 15%
Flourishing 25%
Limiting 48%
Unfulfilling 12%

Trimeans:
IMP: 3.30 (4.47)
EXP: 3.30 (3.70)
GAP: 0 (-0.77)
Items rated as the least important

- In lectures and seminars, I regularly sit next to people from different cultural backgrounds (AI)
- I regularly take part in events that bring people together from diverse cultural backgrounds (SI)
- The academic and administrative staff in my department are from many cultural backgrounds (AI)
Strategic interpretation (SI, AI)

- Worrying because
  - ✓ Program gives emphasis to internationalisation
  - ✓ Stream taught in English has plenty of students of different nationalities/ backgrounds

- For follow up: (Analyse open comments for insights + maybe focus group discussions)
  - Why is so little importance attached to social and academic integration?
  - Are there nationality/regional differences?
**European (n=289)**
- Nurturing: 10%
- Flourishing: 17%
- Limiting: 57%
- Unfulfilling: 16%

**Asian (n=43)**
- Nurturing: 8%
- Flourishing: 43%
- Limiting: 18%
- Unfulfilling: 31%

**Trimeans**
- **IMP:** 3.18 (4.18)  
  **EXP:** 3.10 (3.73)  
  **GAP:** -0.08 (-0.45)

- **IMP:** 4.03 (4.83)  
  **EXP:** 3.59 (3.67)  
  **GAP:** -0.43 (-1.16)
Strategic interpretation (SI, AI)

- Clear nationality differences
  - Europeans have an aspiration problem
  - Asians have an experience problem

❖ For follow up: (Analyse open comments for insights + maybe focus group discussions)
  ➢ Why European students attach so little importance to social and academic integration?
  ➢ What difficulties Asian students perceive in integrating?
Case study reflections

Senior staff now wish to:

- Dig more deeply into the data to
  - Gain more insights;
  - Understand better what students want
- Use the data to help them in their strategic decision-making (e.g. around the provision of courses on communication)
- Identify the areas that most need allocation of resources
- Monitor strategic initiatives – plan to run the GE-P again in students’ final year.
Complementary steps
Complementary resources/tools

For university students:

- GoGlobal 3-stage training (especially for study abroad)
- e-Capsules
  - Asking questions
  - Working in culturally diverse groups
  - ... [More under development]
Complementary tools/resources

For GEP for staff:

- Academic/Teaching + Admin/Management;
- Important complementary perspective to the GEP for students;
- Currently being piloted on a larger scale;
- Free piloting + confidential feedback report for any university interested.
For more information, please contact:

The Sales team:
Jessica Howlett, i-Graduate: jessica.howlett@i-graduate.org
or

The Developers:
Prof Helen Spencer-Oatey, helen.spencer-oatey@warwick.ac.uk
Dr Daniel Dauber, d.dauber@warwick.ac.uk