Key themes

- Internationalisation: Why and what counts as ‘good’?
- Developing a strategic plan for internationalization.
- Some empirical data.
- Strategic reflections.
- Complementary steps.
Why internationalise?
Why internationalise?

“There is an urgent need to reset the compass of internationalisation, to steer towards the good and away from the ugly.”

Peter Scott, Emeritus Professor of Higher Education Studies, University of London

Why internationalise?

“The Good”:

- Transform students’ lives through experiences of difference;
- Enhance science & scholarship through academic exchange.
Why internationalise?

“The Dangers”:

- Universities aim at commercial or geopolitical advantage;
- Goals become superficial & number-focused rather than truly transformative and enhancing.
Why internationalise?

So …

➢ How can we ensure the compass is set in the right direction?

➢ How can we maximise the positive transformation of our students?
What counts as internationalisation?
True or false?

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

B. The higher the number of students studying abroad as part of their course, the more internationalised we are.
True or false?

C. The more facilities (e.g. different types of food, prayer rooms for the different religions) we offer to international students, the more internationalised we are.
# Internationalisation Ranking Criteria

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THE</td>
</tr>
<tr>
<td>Composition: international students</td>
<td>✓</td>
</tr>
<tr>
<td>Composition: international staff</td>
<td>✓</td>
</tr>
<tr>
<td>Composition: international diversity</td>
<td>✓</td>
</tr>
<tr>
<td>Incoming &amp; outgoing student mobility</td>
<td>✓</td>
</tr>
<tr>
<td>International student support (religious facilities)</td>
<td>✓</td>
</tr>
<tr>
<td>International joint publications</td>
<td>✓</td>
</tr>
</tbody>
</table>
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
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
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.
Phase 1: Growth model

Warwick’s Growth Model: Foundations

Global People Growth Model

- Motivation/Attitudes for Growth
- Experiences of Difference

Coping Process

Learning Process

IC Communication Skills
IC Rapport Skills
IC Knowledge
IC Qualities

Contexts for Growth → Routes to Growth → Manifestations of Growth

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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
Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

So …

- Staying with own compatriots
- Failing to reflect on and learn from experiences

→ Reduces the amount & quality of learning;
→ Hinders students from becoming ‘global graduates’
<table>
<thead>
<tr>
<th>Skill</th>
<th>% Very satisfied</th>
<th>% Satisfied</th>
<th>% Not satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language skills</td>
<td>5</td>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td>Business &amp; Customer Awareness</td>
<td>4</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td>International cultural awareness</td>
<td>9</td>
<td>52</td>
<td>39</td>
</tr>
<tr>
<td>Attitudes/behaviour, e.g. resilience</td>
<td>12</td>
<td>56</td>
<td>32</td>
</tr>
<tr>
<td>Relevant work experience</td>
<td>10</td>
<td>59</td>
<td>31</td>
</tr>
<tr>
<td>Knowledge about chosen career</td>
<td>12</td>
<td>61</td>
<td>27</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>11</td>
<td>64</td>
<td>25</td>
</tr>
<tr>
<td>Positive attitude to work</td>
<td>14</td>
<td>64</td>
<td>22</td>
</tr>
<tr>
<td>Problem solving</td>
<td>14</td>
<td>65</td>
<td>21</td>
</tr>
<tr>
<td>Teamworking</td>
<td>12</td>
<td>67</td>
<td>21</td>
</tr>
</tbody>
</table>
How do cultural factors or differences such as language and local customs affect your company's plans for international expansion?

- Hampers a lot/somewhat
- Does not affect at all
- Helps our plans for international expansion

**UK**
- Hampers: 10%
- Does not affect: 28%
- Helps: 62%

**Nordics**
- Hampers: 27%
- Does not affect: 36%
- Helps: 37%

**Russia**
- Hampers: 8%
- Does not affect: 3%
- Helps: 89%

**US**
- Hampers: 18%
- Does not affect: 27%
- Helps: 55%

**France**
- Hampers: 14%
- Does not affect: 23%
- Helps: 63%

**Spain**
- Hampers: 9%
- Does not affect: 3%
- Helps: 88%

**Italy**
- Hampers: 17%
- Does not affect: 20%
- Helps: 63%

**China**
- Hampers: 21%
- Does not affect: 12%
- Helps: 67%

**Economist Intelligence Unit report**
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 other surveys.
  - Now licensed to i-Graduate.
# Measuring internationalisation

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>GEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition: International students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Composition: International staff</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Incoming &amp; outgoing student mobility</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>International student support</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>International joint projects</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Social integration</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Academic integration</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Foreign language skills</td>
<td></td>
<td>✓</td>
</tr>
<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.
The GEP Matrix

LOW IMPORTANCE  HIGH IMPORTANCE

LOW  Importance to me (IMP)  HIGH

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The GEP Matrix

- **HIGH EXPERIENCE**
- **LOW EXPERIENCE**

My actual experience (EXP)
The GEP Matrix

- **OVERDELIVER**: Experiences meet importance
- **UNDERDELIVER**: Experiences do not meet importance

45° diagonal line = zero gap

<table>
<thead>
<tr>
<th>Importance to students</th>
<th>Students' experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW</td>
<td>LOW</td>
</tr>
<tr>
<td>HIGH</td>
<td>LOW</td>
</tr>
<tr>
<td>HIGH</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

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Some empirical insights
Multi-university data

- 2360 students
  - 1445 home/domestic
  - 265 European Economic Area/EEA
  - 640 Asian
- from 6 institutions, located in 4 different countries (UK, Republic of Ireland, Germany, Belgium)
- 51% female; 76% undergraduate students
High Experience of Social Integration
- Home: 50%
- EEA: 73%
- Asia: 63%

High Importance to Social Integration
- Home: 66%
- EEA: 85%
- Asia: 86%
High Importance to Foreign Language Skills Development
- Home: 57%
- EEA: 74%
- Asia: 87%

High Experience of Foreign Language Skills Development
- Home: 31%
- EEA: 55%
- Asia: 63%
High Importance to Global Skills & Support
- Home: 66%
- EEA: 81%
- Asia: 91%

High Experience of Global Skills & Support
- Home: 39%
- EEA: 51%
- Asia: 62%
Key findings (1)

Overall ...

- The majority of students (around 75%) regard the various facets of internationalisation as important or very important to them.

- Nevertheless, around 50% of students overall report that they are not experiencing these facets.
Key findings (2)

- Domestic (i.e. home) students attach noticeably lower levels of importance to the various facets of internationalisation;
- Domestic students also report the lowest levels of experience of the facets.
Key findings (3)

- Asian students (compared with domestic and non-domestic EEA) attach the greatest importance to the various facets of internationalisation;

- Asian students show the largest gap between the internationalisation experience they aspire to and what they actually experience.
Explaining the findings ...??

- **Domestic students:**
  - Stick to what is comfortable;
  - Less aware of what they can gain.

- **EEA students:**
  - The Erasmus effect?

- **Asian students:**
  - Motivated individuals will choose to study abroad;
  - Language challenges;
  - Stick to what is comfortable (numerous compatriots for Chinese students)
Social mixing (Warwick ISB/SB)
(additional item)

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

<table>
<thead>
<tr>
<th>Region</th>
<th>Entire Sample</th>
<th>PGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>45% 46%</td>
<td></td>
</tr>
<tr>
<td>EEA</td>
<td>13% 12%</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>16% 10%</td>
<td></td>
</tr>
<tr>
<td>Other Overseas</td>
<td>25% 16%</td>
<td></td>
</tr>
</tbody>
</table>
Policy implications (1)

- Internationalisation at home needs more attention;
- Strategies for the development of ‘global graduate’ skills needs more attention & ways of fostering them;
- Students’ (especially domestic students’) varying levels of commitment to social and academic integration need to be taken into account in the planning.
Policy implications (2)

- Universities need to monitor their progress in providing students with a ‘global education’ environment, that moves beyond a structural focus.
- Chinese universities can learn from the problems of European universities and take steps to avoid them.
- For more information, see our policy paper.
Complementary steps
Complementary resources/tools

For university students:

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

Global People tools to foster IC development:

- **3R React tool** (Report, Reflect, Re-evaluate)
- **4A Stretch tool** (Attend, Analyse, Adjust, Assess)

Available at
www.warwick.ac.uk/globalpadintercultural
Other resources

For professionals:

- GlobalPeople@work
  - Seeing Culture@work
  - Diverse Teams@work
  - Global Leadership@work
Further information on GEP

- Student and staff (Academic/Teaching + Admin/Management) versions available.
- Dashboard with data from about 4000 students from 7 universities in 5 countries available here: www.globalpad.net/GEP
  - Quantitative data
  - Open comments
- GEP available from i-Graduate
Thank you!

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www.globalpad.net/GEP
www.i-graduate.org/services/global-education-profiler-/