GlobalPAD Working Papers

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Internationalisation and the Development of 'Global Graduates'

Hearing the Students' Voices

Helen Spencer-Oatey and
Daniel Dauber

Abstract

This paper investigates how university students perceive their 'global education' experiences and explores the following key questions:

1. What constitutes a good 'global education' experience in terms of fostering students' intercultural skills?
2. How do students experience it on a day-to-day basis?
3. How can universities monitor the 'global education' experiences they are providing for their students and respond with appropriate strategies?

The paper starts by reviewing theories of the process of intercultural learning and by outlining current tools for measuring internationalisation. It argues that existing tools focus on structural aspects of internationalisation (e.g. number of international students compared to home students) and are inadequate for measuring the aspects that are associated with integration and intercultural growth. The paper then explains the design of a new tool, the Global Education Profiler (GE-P), to address this need. The tool has been piloted with over 1214 respondents from 74 different countries and yielded a wealth of fascinating insights. Key findings are reported in the paper, and readers are advised to explore additional findings on the project website, where a dashboard is freely available. The paper ends by considering the applications and implications of the tools and results, and recommends an additional research agenda to complement this work.

1. Introduction

The internationalisation of higher education (HE) is of growing importance to many universities throughout the world (De Wit, Hunter, Howard, & Egron-Polak, 2015). It is influenced by drivers of various kinds, including political, economic, sociocultural and academic, as well contextual factors such as increasingly diverse student and staff populations and the range of types of HE provision (e.g. transnational education and international partnerships).

Jones and Killick (2007) suggest that there are two main types of rationale for internationalisation: a values-based one and a pragmatically-based one. The former draws attention to issues of social responsibility, ethics and justice, and emphasises the need to fight poverty, promote human rights and/or work for a sustainable future. The latter emphasises the skills and qualities that students need for living and working in a globalising world, a perspective that is in line with that of the Higher Education Academy in the UK, who unpack internationalisation as follows:

> Internationalisation represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society.
>
> (Higher Education Academy, 2016, p. 1)

While internationalisation may mean different things to different people and institutions, in this paper we focus on the pragmatically-based approach and explore it from an intercultural development perspective. We seek to hear the voices of the students who are crucially affected on a day-to-day basis.

2. Conceptual and empirical background

A pragmatic approach to internationalisation raises some fundamental questions:

- What constitutes a good 'global education' experience in terms of fostering students' intercultural skills?
- How do students experience it on a day-today basis?
- How can universities monitor the 'global education' experiences they are providing for their students and respond with appropriate strategies?

In this section we review the literature pertaining to these questions, particularly drawing on insights from the intercultural field.

2.1 The process of intercultural learning

Despite the existence of numerous models of intercultural competence (e.g. for overviews, see Spencer-Oatey & Franklin, 2009; Spitzberg & Changnon, 2009), there are surprisingly few models of the process of intercultural learning. Two of the best known models, by Milton Bennett and Darla Deardorff respectively, draw attention to the various steps entailed in intercultural growth. Bennett's (1986, 2004) Developmental Model of Intercultural Sensitivity (DMIS) identifies a series of stages that learners are said to move through in their attitudes towards difference, moving from ethnocentric attitudes to more ethnorelative attitudes. Deardorff's (2006) process model of

intercultural competence also draws attention to the importance of attitudes, as well as identifies the knowledge and skills that lead to the desired internal and external outcomes for effective intercultural interaction.

Each of these models offers very helpful insights into the developmental trajectory of intercultural growth, but neither of them gives much detail on exactly how people move from one stage to another. For this, two older models, by Edward Taylor and Linda Anderson respectively, are useful. Taylor (1994), building on Mezirow's (1990) theory of transformative learning, identifies five key elements for intercultural growth (see Figure 1). In line with transformative learning theory, he identifies 'cultural disequilibrium' as the stimulus for growth, and suggests that a changed worldview or perspective emerges through thinking about the 'problem' and adopting learning strategies to understand them better. A complementary model is proposed by Anderson (1994), as shown in Figure 2. In her model, obstacles are the key stimulus for growth.
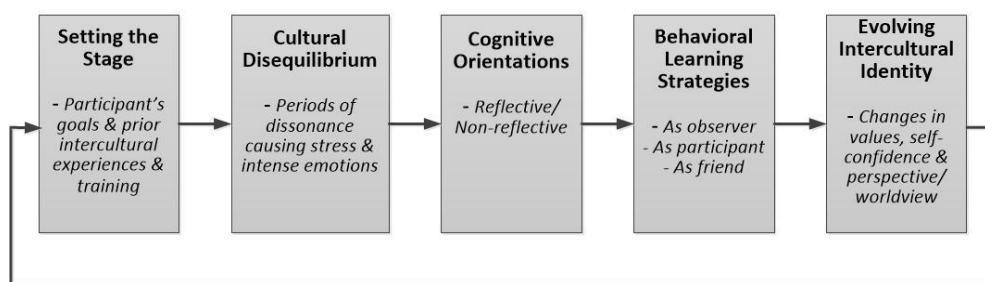

Figure 1: Taylor's (1994) conception of the process of learning to become interculturally competent (based on Taylor, 1994, p.162)
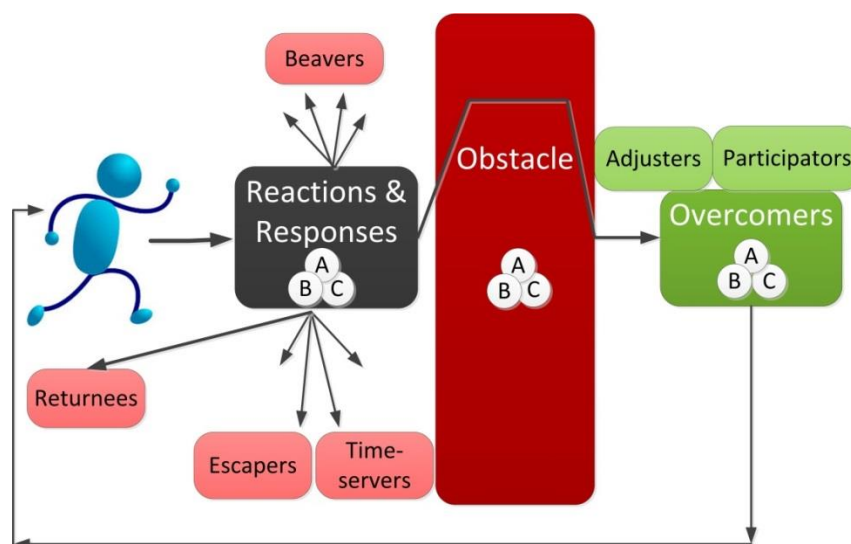

Figure 2: Anderson's (1994) conception of the cross-cultural adjustment process (derived from Anderson, 1994) [Key: ABC = Affect, Behaviour, Cognition]

Both Taylor's and Anderson's models identify a disorienting dilemma as key to intercultural learning: Anderson focuses on the issue (obstacle), while Taylor focuses on the impact of the issue (cognitive disequilibrium). Both also identify the response: Taylor focuses on cognitive reactions, while Anderson points out that there are affective, behavioural and cognitive elements to the whole

process (shown as ABC in Figure 2). Taylor explicitly mentions learning strategies and identifies three sources of insights, while Anderson lists a very large number of possible affective, behavioural and cognitive responses to coming up against obstacles. In fact, she emphasises different types of outcome, pointing out that some people may adjust, overcome their obstacles and grow personally, while others may adjust to varying degrees, with some (the escapers and time-servers) avoiding or retreating from many of the upsetting features of the challenges. Both models also emphasise the cyclical, continuous and interactive nature of the learning process, in that people repeatedly face different obstacles and associated disequilibrium. In other words, they both agree that adaptation does not occur in a linear way, involving all aspects of life simultaneously, but rather is cyclical and ongoing, as different challenges are faced and addressed.

Three key things emerge from these models:

- The importance of disorienting experiences to act as stimuli for change and growth;
- The potentially different reactions of different individuals and the important role that reflection and other learning strategies play;
- The cyclical and ongoing nature of growth and development.

We have attempted to incorporate these various elements into a composite model of intercultural growth, as shown in Figure 3. We have used this model at the University of Warwick to help strategically plan our intercultural initiatives and have called it the Global PAD[1] growth model. The 'Contexts for growth' section builds on the ideas of Taylor (1994) and Anderson (1994), as well as more recent research by Lilley, Barker, and Harris (2015) who refer to facilitators of change. The 'Routes to growth' section builds on psychological research into intercultural coping (e.g. Berry, 2006), as well as learning theory, such as experiential learning (Kolb, 1984), transformative learning (Mezirow, 1990, 2000) and Molinsky's (2013b) concept of 'cultural retooling'. The 'Manifestations of growth' section incorporates the set of skills and qualities identified in the Global People Competency Framework (Spencer-Oatey & Stadler, 2009).

In terms of strategic planning for senior managers, it is particularly important to ensure (a) that students experience an educational environment that can stimulate intercultural change and growth; (b) that they facilitate growth through helping students both cope with stress and as well as learn from the experiences; and (c) that they benchmark and monitor progress in these aspects. In the next section we focus on the first issue, particularly with respect to integration.

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[1] Global PAD (Professional and Academic Development) is the branding of applied intercultural work carried out by staff in Applied Linguistics at the University of Warwick. Please see www.globalpad.net
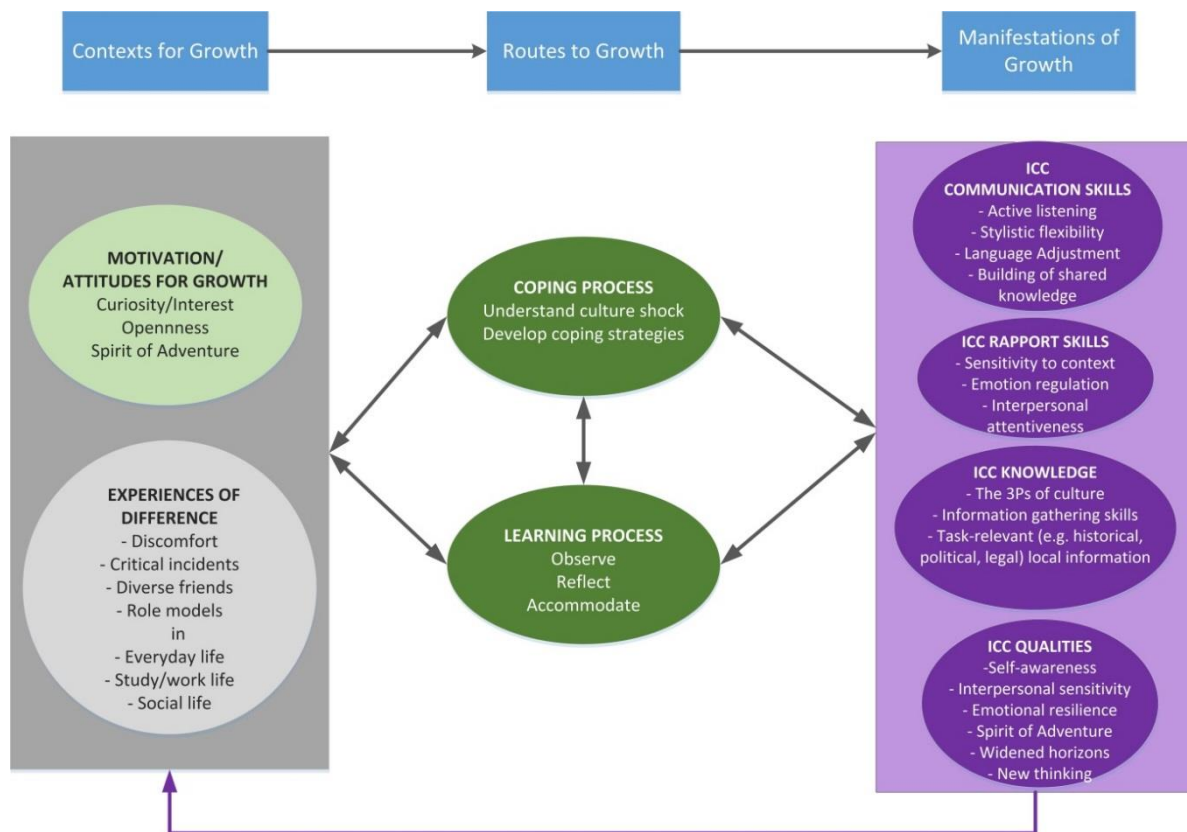
Figure 3: The Global PAD Growth Model for Global Skills

2.2 The need for social and academic integration

People sometimes interpret integration to mean 'assimilation', but this is not how we are using the term. According to Berry (2005), immigrants (and by extension here, sojourners) face two fundamental questions: how much they want to maintain their heritage culture and identity, and how much they want to participate in the broader community by mixing with other ethnocultural groups. In Berry's framework, integration occurs when people want to uphold both aspects, in other words both or all their cultural affiliations. (This is in contrast to assimilation where people have no desire to maintain their heritage culture). In the health sector, Ware, Hopper, Tugenberg, Dickey, and Fisher (2008, p. 27) define integration as "a process through which individuals […] develop and increasingly exercise capacities for interpersonal connectedness and citizenship." So in this paper, building on this, we take integration to refer to interpersonal interaction and engagement among students (and also staff) of different cultural backgrounds, so that meaningful connections are formed.

A recent British Council (2014) report focuses on student integration and in the introduction points to a number of reasons why this is important:

> While the benefits of a global campus are plentiful and well-publicised, they do not naturally arise due to the presence of international students; the distinction must be made that 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.

> Integration of all students is an elemental factor in the expanding concept of internationalisation not only due to immediate student outcomes of comprehensive learning and cultural awareness but also due to long term benefits for the individual, the institution and the UK. Risks of separation to international students include at best, feelings of isolation that manifest in poor social and academic performance and at the very worst, risks to their personal safety. The positive effects and outputs of productive integration of international students not only affect the students and faculty, but the calibre of education itself and the long term promotion and marketing prospects of a university and a nation.
>
> (British Council, 2014, p. 4)

The British Council report focuses on the integration of international and home students, but in fact student integration is important for all kinds of groups. For instance, it includes groupings such as international students as a whole, international students with large cohort sizes, international students with small cohort sizes, home students as a whole, black and minority ethnic home students, students from lower socio-economic backgrounds, mature students, and so on.

Research indicates that integration within and across such different student constituencies affects the efficacy and value of the university experience in a number of interconnected ways. These include student retention (e.g. Tinto, 1997, 1998), student achievement/learning gain (e.g. Glass & Westmont, 2014; Westwood & Barker, 1990), student well-being (e.g. Sawir, Marginson, Deumert, Nyland, & Ramia, 2008), as well as cultural adaptation (e.g. Bochner, 1977; Ward & Kennedy, 1993) and the development of 'global graduate' skills (e.g. British Council, 2013). It is this latter benefit that we are focusing on here.

If, as we saw in the previous section, people need to engage with difference in order to be stimulated to grow and develop, then integration experiences are vital for this. They can take place in a range of contexts – in the classroom, in student accommodation, in the local community, while volunteering, and so on. Lilley et al. (2015) refer to this as 'moving out of the comfort zone' and in their study they found that this was facilitated through interpersonal encounters, interpersonal relationships, and cosmopolitan role models. Sometimes this engagement across boundaries can mean experiencing disorienting events or critical incidents (Flanagan, 1954; Spencer-Oatey & Harsch, 2016). Sadly, it has been found repeatedly that home and international students do not mix well easily (e.g. Brown, 2009; Peacock & Harrison, 2009; Rienties & Nolan, 2014; UKCOSA, 2004), perhaps because of people's natural tendency to stick with the familiar. The propensity for homophily, which Centola, Gonza´lez-Avella, Eguíluz, and San Miguel (2007, pp. 905-906) define as "the tendency of people with similar traits (including physical, cultural, and attitudinal characteristics) to interact with one another more than with people with dissimilar traits", is a key constraint and needs to be actively resisted. People need to be encouraged to have a spirit of adventure and appreciate the numerous benefits that can be gained from moving out of their comfort zones and engaging with difference. This is foundational for their growth as 'global graduates', although it needs to be remembered that it is insufficient in itself. It needs to be accompanied by reflection and learning, as explained in the

previous section and as illustrated in the Global PAD model of intercultural growth (see Figure 3).

Taking all this into account, it is vital for individuals to consider their own engagement with difference. In fact, it is equally important for HE senior managers also to pay attention to this. If universities are to examine and monitor the extent to which their students are experiencing a global education, they need to monitor and understand how different groups of students are experiencing integration. In the next section, we consider tools that are available for achieving this.

2.3 Current measures of internationalisation

A number of instruments have recently been used to measure internationalisation. In relation to the rationale for internationalisation and implementation strategies, two of the best known are those run by the International Association of Universities (IAU) and the European Association for International Education (EAIE). Table 1 below shows the main issues that these surveys probe.

IAU 4th Global Survey (Egron-Polak & Hudson 2014) on Internationalisation of Higher Education	EAIE Barometer (2015) Internationalisation in Europe
• Benefits and risks of internationalisation • Obstacles to advancing the process • Key activities being prioritised within strategies • Support structures in place • Funded activities and source of funding • Priority regions for internationalisation • Goals for mobility and achievability • Trends over time in different regions	• Reasons for internationalising • Organisational and strategic planning • Internationalisation activities • The impact of institutional, national and European level policies • Knowledge and skill needs of practitioners

Table 1: Key issues probed by the IAU 4th Global Survey (2014) and the EAIE Barometer (2015)

As can be seen, these surveys provide a comprehensive picture of organisational strategies and activities, but little or none on student or staff experiences of internationalisation.

The same is true of a European funded project, IMPI (Indicators for Mapping and Profiling Internationalisation, 2009–2012)[2], which drew up a detailed set of indicators that institutions can use to assess their level of internationalisation. With regard to preparing students for life and work in an intercultural and globalising world, they developed the set of indicators shown in Table 2.

Some of the indicators offer a relatively holistic picture of internationalisation, such as the 'clearly defined strategy of internationalisation' as well as 'provide a mentoring or 'buddy'-system'. Nevertheless, as can be seen from Table 2, all of them focus on figures, policies and strategies, and not on people's experiences of internationalisation.

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[2]   http://www.impi-project.eu/home

Goal dimension: to well-prepare students for life and work in an intercultural and globalising world
1. Out of all students in the unit, what proportion studies abroad in a given year?
2. Does the unit have a clearly defined strategy for internationalisation?
3. Out of all international students in the unit in a given year, what proportion are exchange or mobility programme students?
4. Out of all courses offered by the unit in a given year, what is the proportion of courses taught in a foreign language?
5. In a given year, what proportion of the unit's academic staff members follows an English language course?
6. Are all facilities provided by the unit to domestic students also available to international students?
7. What proportion of students from the unit participates in outgoing exchange or mobility programmes in a given year?
8. In a given year, out of all academic staff members in the unit, what proportion are visiting staff members from abroad?
9. Does the unit provide a mentoring or ''buddy''-system for international student support?
10. Out of all degree programmes offered by the unit in a given year, what proportion are international joint/double/multiple degree programmes?

Table 2: IMPI internationalisation indicators relations re preparing students for a global world

Another approach to measuring or benchmarking internationalisation is used by organisations whose aim is to rank universities for their degree of internationalisation, the most well-known of which are Times Higher Education (THE), QS, and U-Multirank.[3] The parameters that these organisations use to measure internationalisation are shown in Table 3 and, as can be seen, they are all exclusively structural in nature. In other words, they focus on different countable measures, most notably national composition of students and staff as well as in the numbers engaged in international movement and research.

Parameters	Organisation		
	THE	**QS**	**U-Multirank**
Composition: international students	✓	✓	
Composition: international staff	✓	✓	✓
Composition: international diversity		✓	
Incoming & outgoing student mobility		✓	✓
International student support (religious facilities)		✓	
International joint publications	✓	✓	✓

Table 3: Parameters for ranking internationalisation

Clearly there are significant differences between the systems in the number, range and precise definitions of the parameters used (e.g. THE uses ratio of international to domestic students, while QS gives full marks if 20% or more of an institution's students are international), but they are all united in their exclusive use of frequency and/or compositional counts. Also, most of the time, the definition of 'diversity' has been reduced to a bi-polar category: proportion of home vs. international

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[3] For a full list, see the HESA report on international benchmarking, available at
http://benchmarking.hesa.ac.uk/wp-content/uploads/2011/10/HESA_International_Benchmarking_report.pdf

students, with the result that degree of 'diversity' cannot directly be deduced from these statistics. This, however, can impact substantially on the social reality of students' study experiences, such as, for example, if there are large dominant national groups of students on campus. The QS benchmark is a notable exception to this. However, it uses an arbitrary cut-off point of 50 different countries.

Undoubtedly, the parameters used in these benchmarking systems are key indicators of an HEI's ability to lay the foundations for internationalisation and as such are important pre-requisites for a university's international outlook and growth. Yet, as explained in the previous section, a diverse population is not an end in itself, but rather is merely the foundation for promoting 'integrated communities' and offering a 'global education'. Having a diverse population is an important pre-requisite for reaping these benefits; however, it does not in itself ensure that integration will be achieved. In other words, the mere existence of a diversified student body does not necessarily lead to interaction nor to the development of 'global skills'. Rather, it is a vital first step in an internationalisation trajectory, as shown in Figure 4.
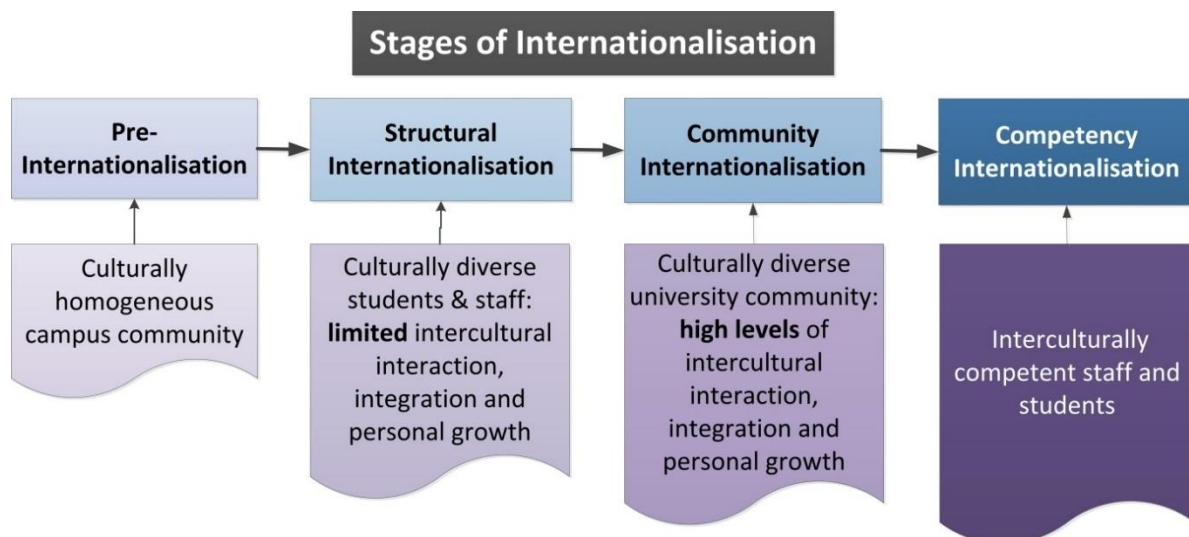

Fig. 4: Developmental Stages of Internationalisation

As HEIs become increasingly diverse and thereby achieve structural internationalisation, their next aim needs to be to work toward community internationalisation and ultimately competency internationalisation (see Figure 4). In line with this, we need to find ways of probing these 'soft' aspects of internationalisation so that we can 'take the temperature' of the interactional elements of university life and explore the experiences of students and staff who are 'on the front line' of the internationalisation process. By doing this, we can not only gain insights into the benefits and challenges of internationalisation that people are experiencing on a day-to-day basis, but also begin to map progress along the developmental trajectory of internationalisation. In the next section, we report our recent work in developing and running the Global Education Profiler that aims to support this in relation to students.

3. The Global Education Profiler

3.1 Design of the tool

The Global Education Profiler (GE-P) is a needs/diagnostic analysis tool that probes students' global education experiences. It was designed by combining conceptual insights (see section 2) with existing research into people's experiences of internationalisation (e.g. Jones, 2010; Jones & Brown, 2007; Spencer-Oatey & Dauber, 2016; Spencer-Oatey, Dauber, Jing, & Wang, 2016) and competencies required by employers (e.g. British Council, 2013; Diamond, Walkley, Forbes, Hughes, & Sheen, 2011).

The GE-P probes a number of different spheres or constructs as shown in Table 4.

Category	Description
Social Integration (SI)	*Social integration* probes the amount of interaction and social cohesion across people from diverse backgrounds. This important measure provides insights into students' non-academic life, which can have a substantial bearing on their general well-being, which in turn can also influence their academic performance.
Academic Integration (AI)	*Academic integration* probes the interaction and cohesion of students from diverse backgrounds within classrooms and courses, as well as with academic and support staff in the department. This is crucial in nurturing students' professional growth and provides the foundation for the development of global graduate skills.
Communication Skills (CS)	This section of the GE-P probes students' communication skills and how they use them flexibly in interacting with others. This applies to fluent and less fluent speakers alike, because an effective communicator needs to be able to adjust his/her language to the requirements of the contextual situation, including the level of fluency of other speakers. This category is less concerned with language proficiency; it focuses on the ability to recognise and adjust communication patterns to the respective context.
Foreign Language Skills (LS)	This section of the GE-P probes foreign language skills and how students take advantage of opportunities to develop them. Several reports have identified this as a key global employability skill. Foreign language courses that are formally offered by HEIs are one element of this, but communication inside and outside the classroom with peers from different language backgrounds can provide important additional opportunities, which students may or may not take advantage of.
Global Skills and Support (GS)	The *Global Skills and Support* section of the GE-P takes an employability focus. It probes understanding of the intercultural skills needed for the world of work, as well as opportunities students have for developing them. Scores in this category reflect students' perspectives of the extent to which their educational experience is preparing them for employment in a global workplace.

Table 4: The component constructs of the Global Education Profiler

There are ten items per construct, and respondents rate each of the component items in two ways: 'Importance to me' and 'My actual experience', thereby addressing three important questions that every internationalising HEI needs to keep in mind at all times:

(1) What is important to students?

(2) How far do students experience what is important to them?

(3) How big a gap is there between what they value and what they experience?

The items are rated on 6-point Likert scales. At the end of each construct section, respondents are given the opportunity to add any open comments they wish.

The importance scales (IMP) reveal what is important to students – both the relative importance of the different constructs (e.g. social integration, academic integration etc.), as well as the individual items that are particularly important to them. For example, some students might feel it is important to be academically integrated into a university, but of lesser importance to be socially integrated. The higher the importance scores are, the greater are students' aspirations for a global education experience. According to the Global PAD growth model (see Figure 3), motivation is an important foundation for personal growth, and so high importance scores are one element of a flourishing context.

The experience scales (EXP) reveal what respondents feel they are actually experiencing with respect to each of the five constructs. As explained above, according to the Global PAD Growth Model , experiences of difference are the other important foundation for personal growth, and so high diversity experience scores are another indicator of an enriching context. The higher the experience scores are, the greater are students' opportunities for and engagement with a global education experience.

As usual, the results can be reported as mean scores (per construct and/or per item), but another helpful way is to display them on a matrix. When the two scales (IMP and EXP) are combined, they yield four possible quadrants that provide an overview picture of the internationalisation context. When people's IMP and EXP scores are both high, this is the most positive situation and so we label this quadrant 'flourishing'. When people's IMP scores are high but the EXP scores are low, this is a problematic situation because of the failure to meet people's expectations, and so we label this quadrant 'dissatisfying'. When people's IMP scores are low but EXP scores are high, the context is positive in terms of actual experiences but people's aspirations are low. We label this quadrant 'nurturing'. The fourth quadrant is the most problematic in terms of developing 'global graduates' because students not only attach low levels of importance to it but also experience it very little. We label this quadrant 'stagnating'. Figures 5–7 illustrate these different contexts.
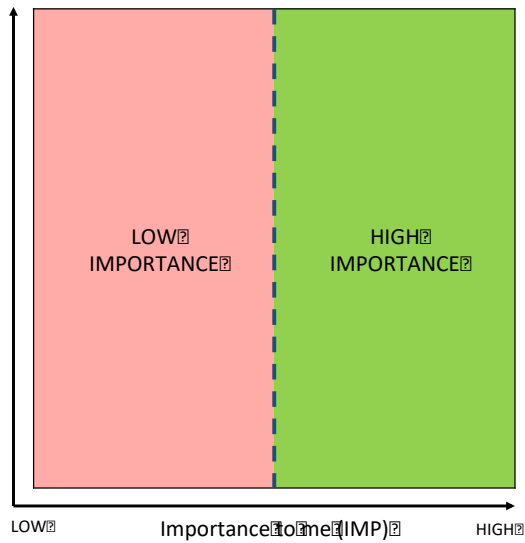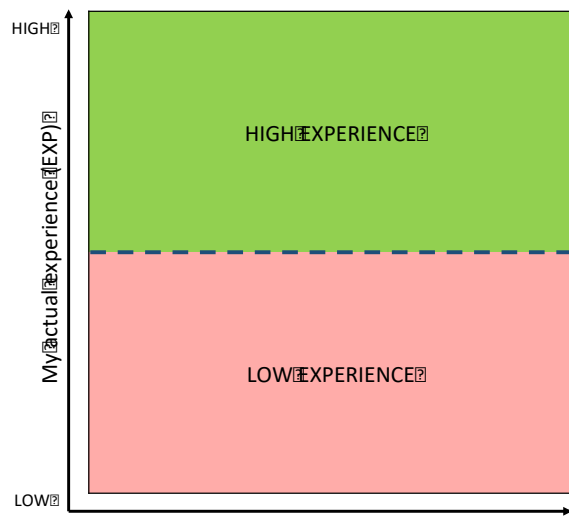
Fig. 5: GE-P Suite: Importance to me (IMP)

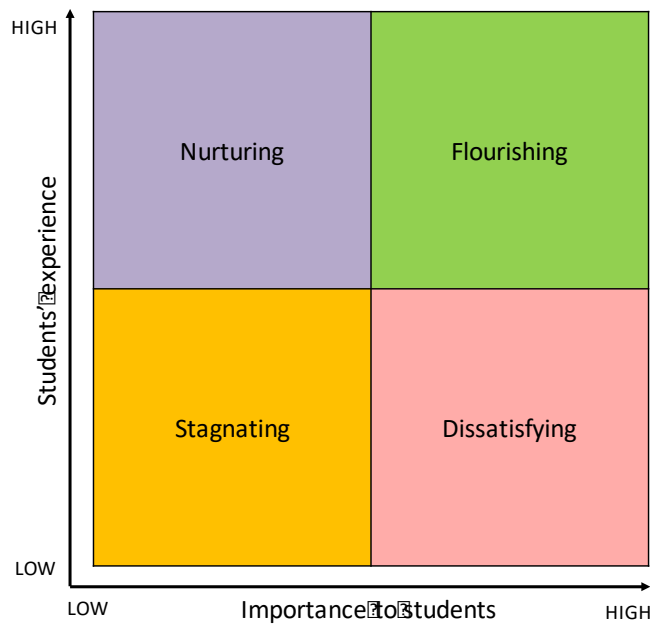**Fig. 6: GE-P Suite: My actual experience (EXP)**

Fig. 7: The GE-P Matrix and its four quadrants

Another way of considering this is from a gap perspective: the size and direction of gap between IMP and EXP scores. A gap can be 'zero' (i.e. the experience score matches the corresponding importance score), 'negative' or 'positive'. When people's experiences match the importance they attach to them, one can argue that they are satisfied with the situation. A positive gap implies that universities offer more to students than they actually want, i.e. HEIs over-deliver. While people are likely to be happy that they are getting more than they want, it flags up an opportunity for strategic management to reallocate resources to areas that might need greater attention, i.e. where negative gaps are found. A negative gap implies that people do not experience enough of what is important

to them. For example, students might wish to be able to learn foreign languages, but if there are few or no opportunities to do so, this would result in a negative gap, i.e. a low satisfaction score.

It is possible to visually show the position of gaps in the same matrix (see Figure 8). The diagonal dotted line that separates the green and red area from each other indicates that IMP and EXP are aligned. However, this also implies that low experience and low importance would result in no gap and possibly satisfied students. Thus, the position of the gap in the matrix is as relevant as its size (i.e. positive or negative gap) and yields different recommendations for improving the situation in an HEI. Ideally, internationalising HEIs would strive for high importance and high experience in all categories of the GE-P, i.e. the flourishing quadrant in upper right-hand corner of the matrix.
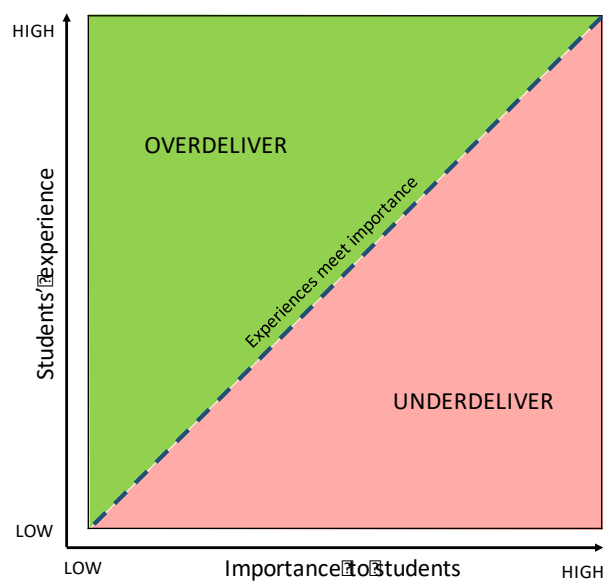
Fig. 8: Gaps and their position in the GE-P matrix

3.2   GE-P Pilot Results

The tool was piloted with students at six universities in five different countries (UK, Ireland, Belgium, Germany and Uruguay), with a total of over 1214 respondents from 74 different countries. Reliability checks were carried out on each of the constructs, and in all cases they were very high – most had alpha scores of over 0.86 and none had less than 0.82.

The mean scores for each of the constructs are shown in Figure 9. As can be seen, the greatest importance was attached to *Communication skills* and *Global skills and support*, followed by *Foreign language skills*, while the lowest ratings for actual experience were attributed to *Global skills and support* and *Foreign language skills*, followed by *Social integration*. Since it is not feasible to report the findings in detail in this paper for each of the constructs, including the ratings of the many different constituent student groups, we focus here on the construct which was rated the highest for importance and the lowest for actual experience: *Global skills and support*, and compare the results for the Asian and European respondents. Scatterplot views of this construct and distribution across the quadrants are shown in Figures 10–13. For information on other constructs, regions and groupings (e.g. other breakdowns such as level of study), please see our GE-P dashboard.
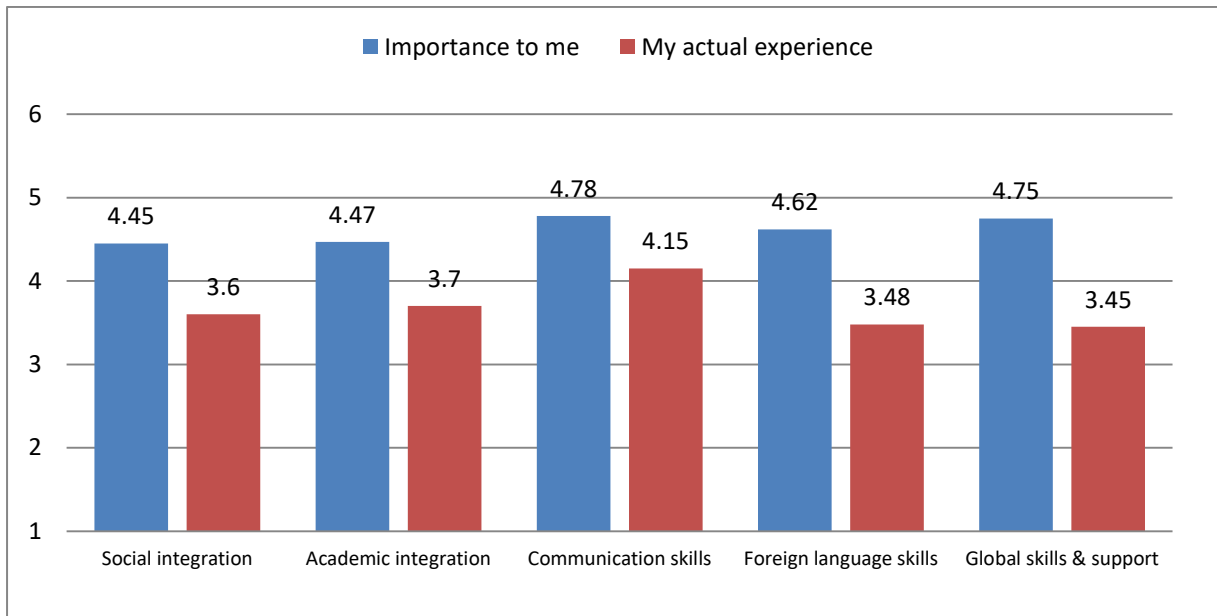
Fig.9: GE-P pilot data showing 'Importance' and 'Experience' ratings across different constructs
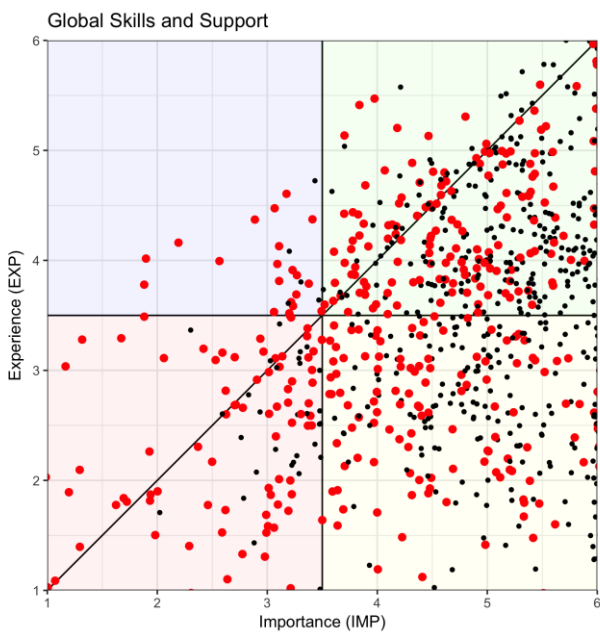

Fig. 10: Scatterplot for 'Global Skills & support': Red dots show European respondents
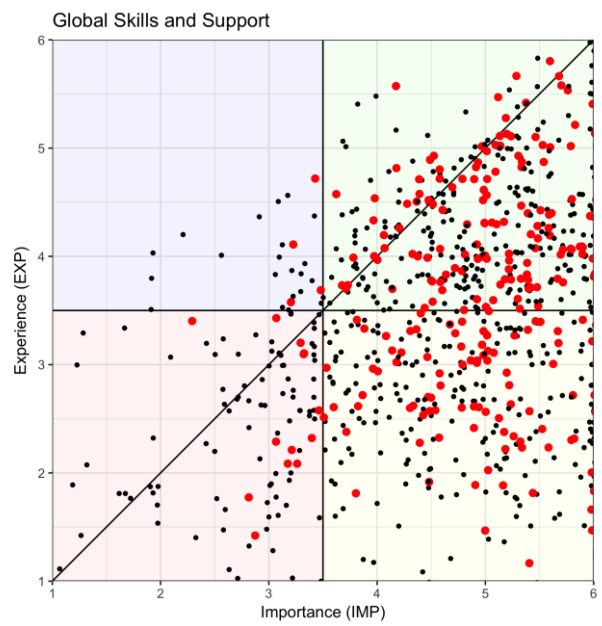

Fig. 11: Scatterplot for 'Global Skills & support': Red dots show Asian respondents
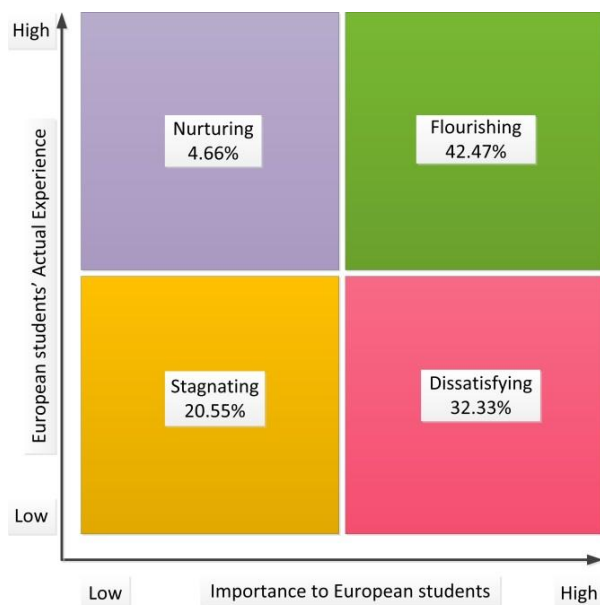
Fig. 12: Quadrant distribution for *Global skills & support*: European respondents
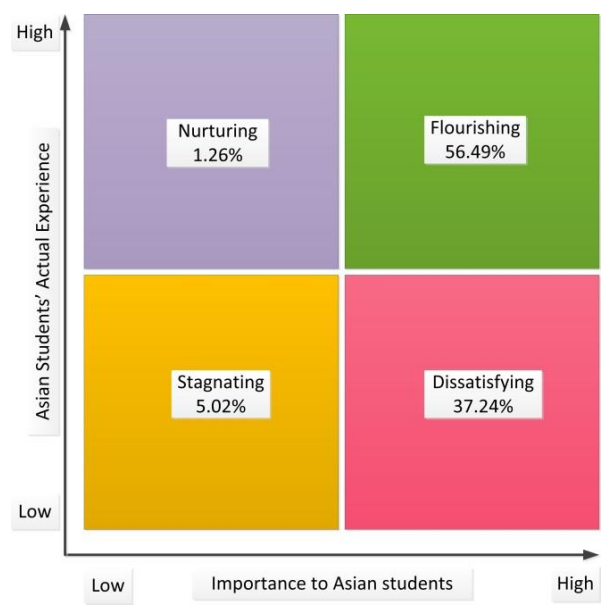
Fig. 13: Quadrant distribution for *Global skills & support*: Asian respondents

A number of points can be noted from Figures 10-13:

- There is a wide variation among individuals, for both IMP and EXP ratings;
- For both European and Asian respondents, the largest proportion rate their context as flourishing;
- For both European and Asian respondents, a significant proportion (one third or more) regard their context as dissatisfying;
- A much larger proportion of European students than Asian students (20.55% vs. 5.02%) attach little importance to *Global skills & support* and have little experience of it (i.e. their ratings fall within the stagnating quadrant).

Some of the open comments are also enlightening:

Comments from European students:

- *I have no idea what a 'global graduate' is not least a clue how to develop as one.*
- *I don't really know what developing intercultural skills means or if I'm developing them, but now I'm slightly worried.*
- *There is no emphasis on intercultural skills in my course. There is plenty of recognition that we'll be working in a global workplace/market but never on the skills needed.*

Comments from Asian students:

- *Too much* [name of host country] *stuff and examples. No diversity at all.*
- *Nothing that special about how the uni is developing those skills for students.*

➕ *Class discussions is one of my favourite aspects in the beginning of my first semester. I'm amazed at the diverse backgrounds of my classmates and when all got together in a room some insightful comments emerge.*

As we will discuss in section 4, these findings have important implications for strategic planning purposes.

4.   Applications and implications

4.1 Application to strategic planning

The findings from the GE-P support a range of data-driven decision-making for senior managers. We suggest that managers can plan their responses to the GE-P data in a number of ways, including the following:

a.   Benchmarking of global engagement, including degree of Community Internationalisation
An HEI can benchmark its level of global engagement, such as its degree of Community Internationalisation, by examining the percentage of student ratings that fall into the 'flourishing' quadrant, both overall and by category. They can compare their scores across categories, across time periods, and/or with other institutions, and set themselves targets. For instance, if a series of internationalisation initiatives are implemented, the GE-P suite can be used to check on their effectiveness for promoting Community Internationalisation.

b.   Identification of Community Integration patterns
Focusing on the integration data (*Social Integration* and *Academic Integration* constructs in the GE-P, and *Experience of Difference* construct in the GET-P), senior managers can identify the levels of community integration among its diverse student body both inside and outside the classroom. They can explore their strengths and weaknesses in the various facets of this aspect of internationalisation for the HEI as a whole, as well as in relation to different sections of the community, such as by level of study, by department, by degree programme, by geographical region, by nationality, and so on. The open comments can offer additional rich insights.

Community integration can be particularly problematic when there are large cohorts of students of the same nationality on a particular programme, and they can also occur when there is a significant change in the programme cohort as a result of new intakes mid-stream, such as through transnational education arrangements or other reasons.

c.   Identification of degree of Global Graduate preparation
Focusing on the fostering intercultural skills data (*Communication Skills*, *Foreign Language Skills* and *Global Skills and Support* data), senior managers can identify the extent to which students' educational experiences are preparing them for a globalising world of work. The various components can be analysed individually, as well as in combination. For example, while they all contribute to the fostering of Global Graduates, the *Global Skills and Support* construct focuses explicitly on preparation for a globalised world of work, and thus provides a valuable careers and employability perspective. As with Community Integration data, these skills components can be analysed for the HEI as a whole, as well as in relation to different sections of the student

body, such as by level of study, by department, by degree programme, by geographical region, by nationality, and so on. Again, the open comments can offer additional rich insights.

d.   Identification of the most critical issues for students
Another way of analysing the GE-P data, as indicated in section 3.2, is to look at (a) the items that students rate as being the most important for them, and (b) the ones that display the largest gap between importance and experience. By considering them in conjunction, HEIs can select specific issues (that could come from several of the different components) that they feel are worthy of particular focus and intervention.

e.   Identification of the areas with the largest percentage of disaffected students
Even when the majority of students are in the 'flourishing' quadrant, it is quite possible that a noticeable percentage will be in the dissatisfaction or stagnation quadrants. This can be seen, for example, from Figures 12 and 13 above, using our pilot study data. Although the largest proportion of both European and Asian students' ratings fell in the flourishing quadrant, around one third of them were within the dissatisfying quadrant, and around one quarter of European students' ratings were in the stagnating quadrant. It is important not to overlook the ratings of the minority viewpoints. On the one hand, they can be very detrimental to an HEI's reputation if those students share their dissatisfaction on social media. This is particularly applicable to those in the 'dissatisfying' quadrant (bottom right). On the other hand, those in the 'stagnating' quadrant (bottom left) may be less dissatisfied in that they do not regard the issue as important, yet if they are overlooked, they may be denied the opportunity to develop the 'global graduate' employability skills that they are likely to need later on and which they may then regret not having honed (e.g. when they are finding it difficult to secure a job).

It should always be remembered, of course, that the GE-P data simply informs. It is the decision-makers who need to decide what is strategically most appropriate for their institution at a given time. For example, if there are low scores in certain areas (e.g. lack of opportunities to learn foreign languages), they need to consider whether this is truly an issue that is strategically worthwhile for their institution or department to focus on at that time. The fine-grained information that they can obtain from all the GE-P student ratings, along with the open comments, provides them with ample evidence for considering the level of internationalisation achieved so far and the extent to which Global Graduate skills are being fostered, and hence whether or not the scarce resources are allocated suitably.

It is also useful to reiterate that what appears important or unimportant to students should also be subject to review. For example, if students feel it is not important to develop global graduate skills and if they also experience it very little (i.e. they fall into the stagnating quadrant – there is no gap, indicating that students are satisfied with the situation), we would recommend HEIs still consider addressing this situation, if they want their students to develop Global Graduate qualities.

4.2 Implications for resource development

In view of the large number of surveys that students are asked to complete, it is extremely important that the results are not simply stored in a central office and not acted upon. Technology makes it feasible for survey participants to receive their own personalised results and ideally they should then be offered the opportunity to follow up on them in some way, such as through tailored training or focus group discussions.

We are currently in the process of developing a series of bite-size 'capsules' (i.e. mini-modules) that would provide follow-up development/training opportunities that address the areas covered in the GE-P suite. Following the principles of the Global PAD intercultural growth model, we aim particularly to encourage people to move beyond their comfort zones and, when they are encountering differences, to engage in careful observation, in-depth reflection and reflective behavioural adjustment. To promote reflection, we have found the Global PAD 3R (Report, Reflect, Re-evaluate) tool to be particularly helpful. It is available for free download from the open house (intercultural) section of the Global PAD website. For reflective behavioural adjustment, we have found Molinsky's (2013a, 2013b) work to be especially helpful. A simplified tool based on his framework, which we have labelled the DIAR*y* tool, is also available from the Global PAD website.

The findings from our GE-P pilot indicate that lack of motivation/interest in integrating and developing 'global graduate' skills is a key issue for some students, especially for UK students. This is an area that particularly needs addressing and for which little seems to have been done up to now.

5. Concluding comments

Throughout this article we have focused on the experiences of students. However, this is just one element of the picture. The experiences of staff, and especially of teaching staff, are particularly important. In fact, we have noticed from the GE-P data that some of the students' criticism, as well as praise, was aimed at teaching staff (e.g. see some of the comments in section 3.2). This is understandable, since the quality of the learning experience is co-constructed by teachers and students. Moreover, through informal discussions with teaching staff at a range of universities, we have found that many are struggling with similar problems, such as how to persuade students to mix well, to have confidence to raise questions appropriately, and how to maximise the benefits of group work. We would recommend, therefore, that the next important step in our internationalisation endeavours is to seek out the voices of the staff. This is a project that we are now beginning to embark on.

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