Benchmarking international outlook of Coimbra Group universities

Results of the Global Education Profiler Staff
and Student Benchmark surveys
2-3 December 2019

Policy Position:

The Coimbra Group recognises that Benchmarking is timely for our members given:

1. The imminent launch of the pilot phase of the European Universities initiative aimed at strengthening international partnerships and competitiveness across Europe

2. The recent political progress announced at the European Higher Education Area Conference held in Paris in May 2018. See the Paris Communique and the Statement on the Fifth Bologna Policy Forum

3. The excellent initiatives being made within our own member institutions and the need to disseminate good practice, as demonstrated by the Education Innovation working Group and at the Dublin high-level policy forum

The 'Dublin' Policy Seminar

1. Translating an institutional Challenge into an Opportunity for Innovation

2. Internationalisation *at home* and focus on *graduate attributes*

3. Internationalisation and the Development of Global Graduates / Global Citizenship

4. Lack of data to address both student and staff experience

Next Steps

- Establish a task & finish expert group to lead the benchmarking exercise from initiation to publication of policy paper.
- To fully consult members and understand their requirements and potential benefits and concerns.
- Coordinate and analyse the anonymised survey results from all participating CG members.
- Organise a high-level seminar on Benchmarking and education innovation with Coimbra Group members.
- To publish the results and establish the Coimbra Group as a leading force in delivering the highest quality of education and student experience.
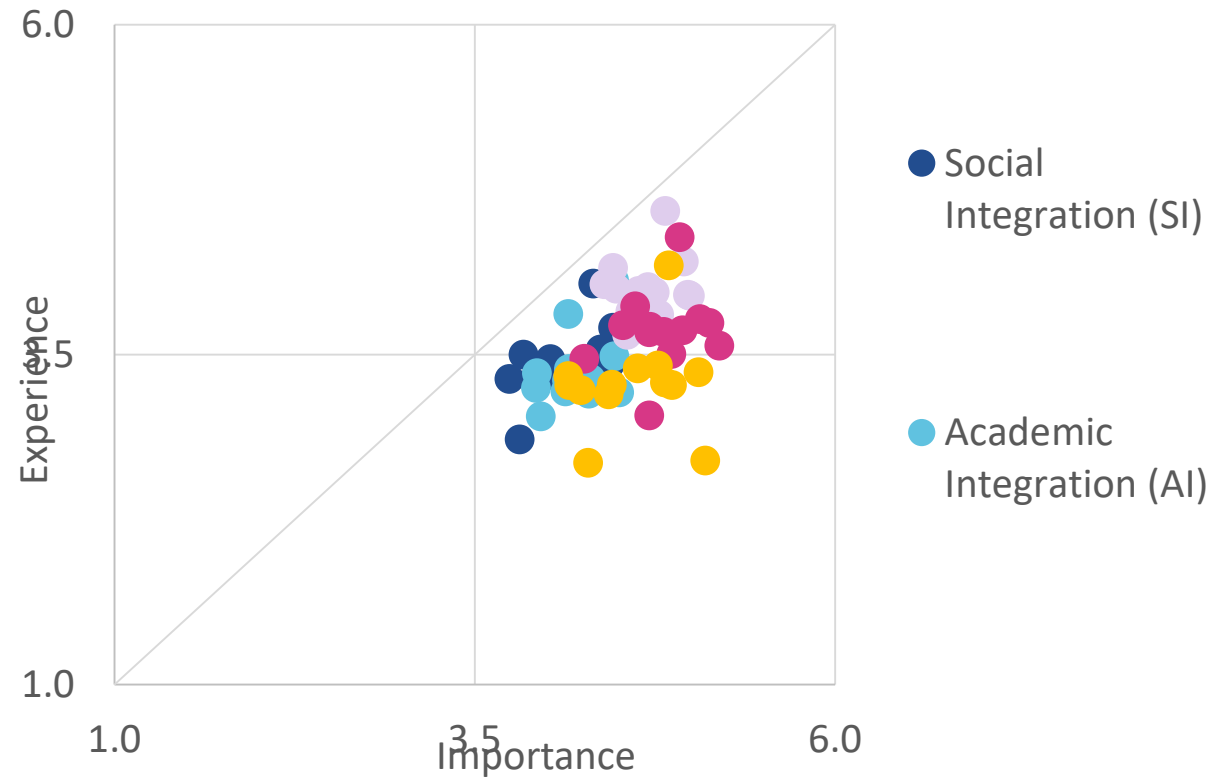
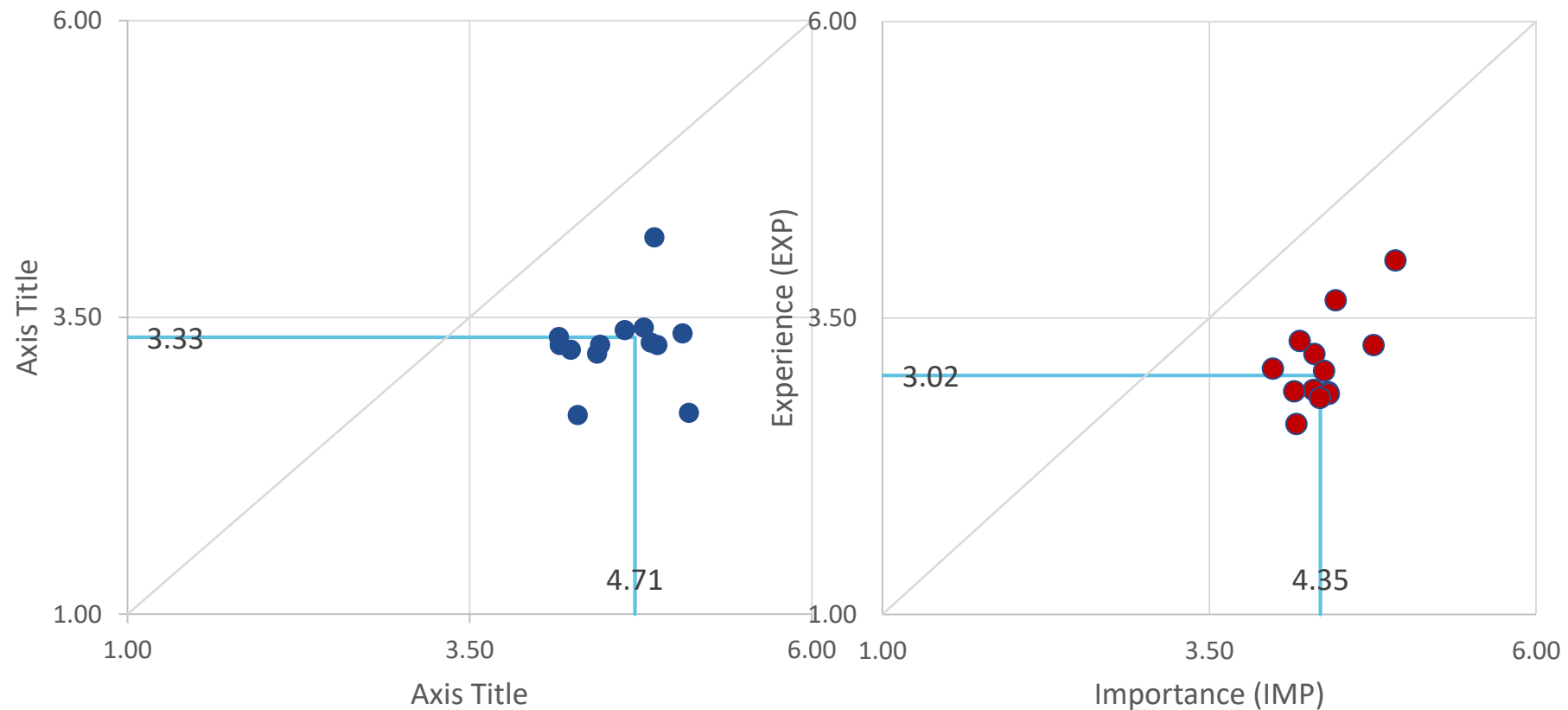# Proposed Actions and Discussion
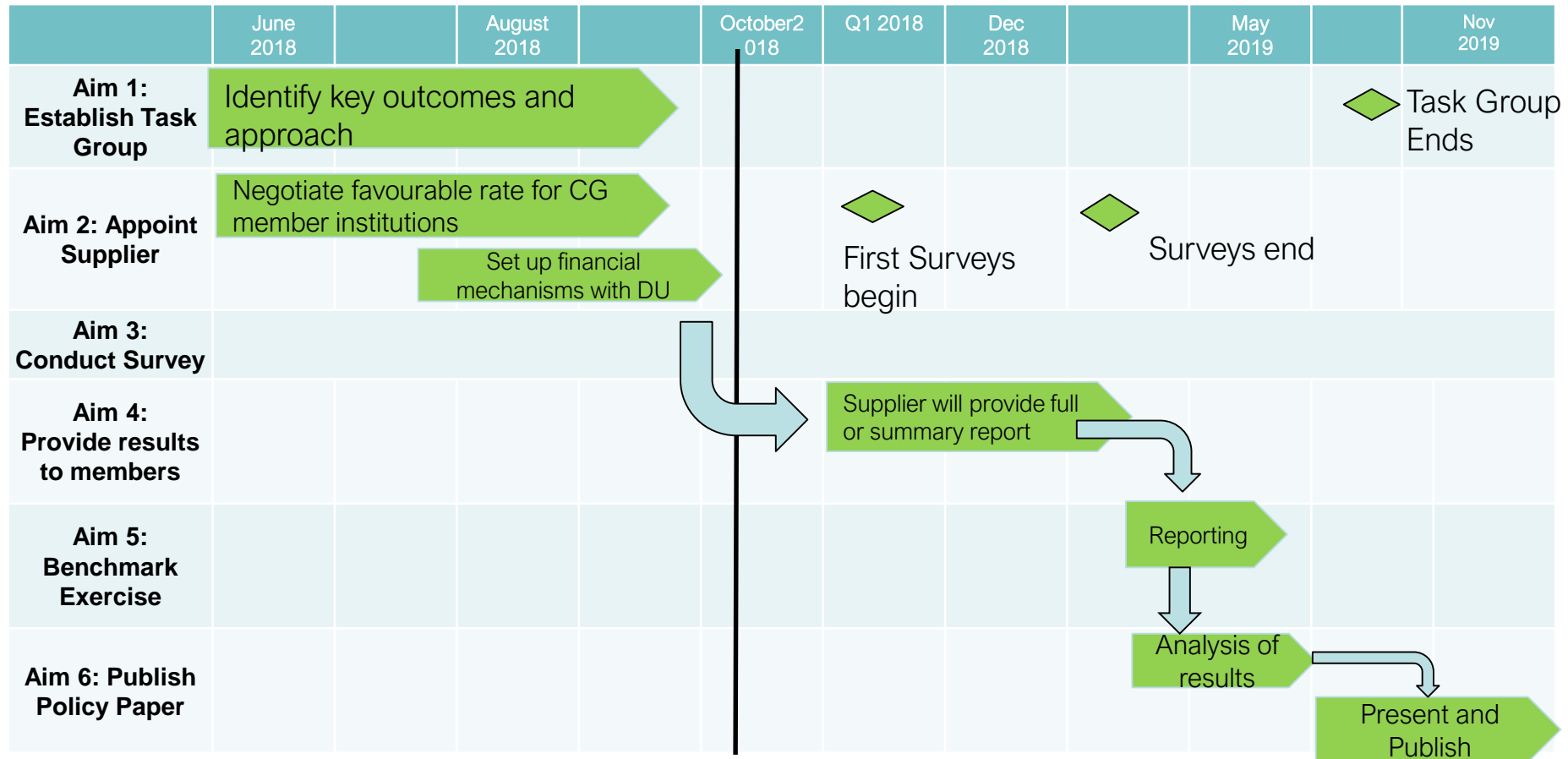
All Themes: Student GE-P

This charts shows the average for each theme (represented by the 5 different colours) for each of the 13 universities in the Coimbra Group benchmark (13 dots per theme)
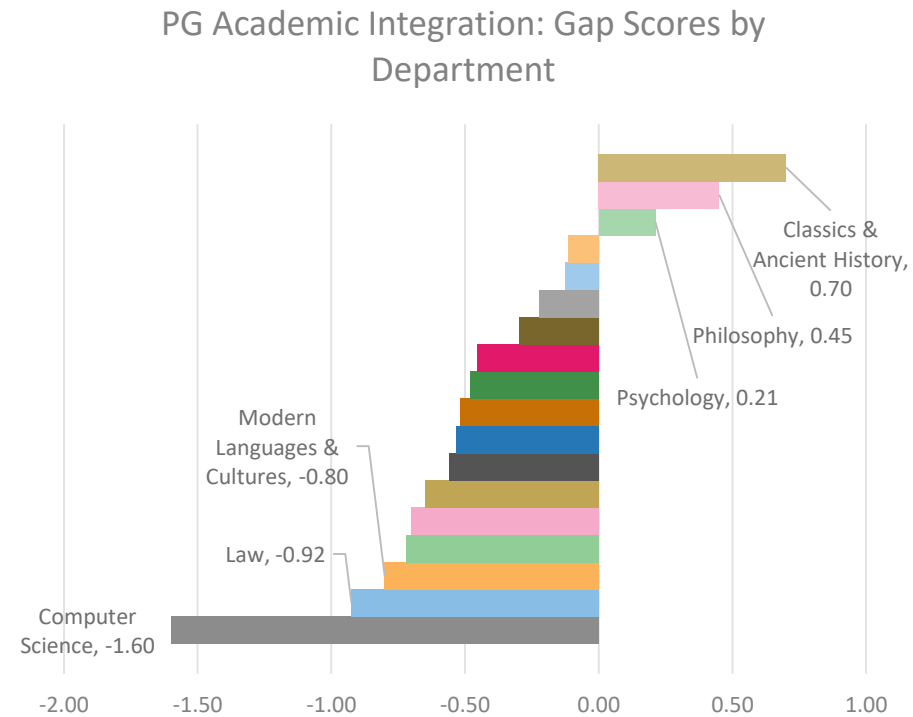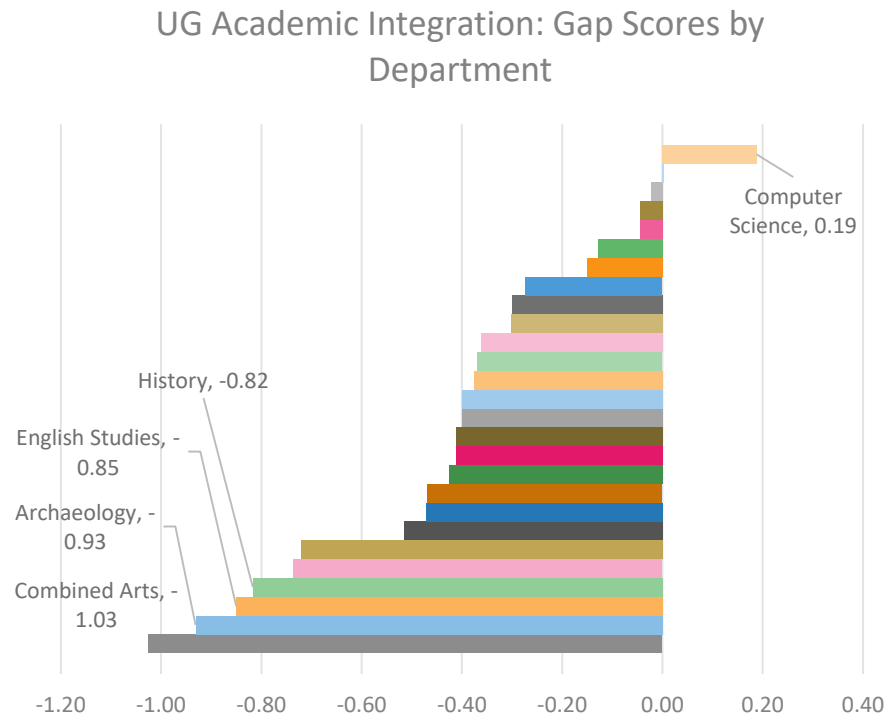
Student: Global Opportunities & Support
Staff: Global Skills Support

Academic Integration

- Some Departments perform notably well at PG.
- Broadly, Departments do not perform consistently across levels of study.

UG Academic Integration: Gap Scores by Department

PG Academic Integration: Gap Scores by Department

Global Opportunities and Support

- Greatest variability in scores at PG level is in this construct.
- Department-level analysis reveals Importance and Experience do not always vary together.

Faculty	Unit	Global Opportunities and Skills				
		IMP		EXP		GAP
Arts & Humanities	Classics & Ancient History	3.4		4.1		0.7
	English Studies	4.2		3.2		-1.0
	History	3.2		2.5		-0.7
	Modern Languages & Cultures	5.0		3.7		-1.3
	Philosophy	1.5		1.5		0.0
	Theology and Religion	3.0		2.2		-0.8
Science	Computer Science	4.6		2.7		-1.9
	Engineering	4.8		3.9		-0.9
	Mathematical Sciences	3.4		3.7		0.3
	Psychology	3.4		2.8		-0.6
Social Sciences & Health	Anthropology	5.0		3.0		-2.1
	Applied Social Sciences	4.3		3.6		-0.7
	Archaeology	4.5		3.7		-0.8
	Business School	4.8		4.0		-0.8
	Education	3.9		2.7		-1.2
	Geography	4.6		3.8		-0.8
	Government & International Affairs	4.1		3.6		-0.5
	Law	5.4		3.8		-1.6

Policy Implications

- Attention needs to be paid to internationalisation at home.

- Support needs to be given to the nurturing of 'global graduate' skills – both to meet student expectations and to meet employers' requirements.

- Social and academic integration provides valuable opportunities for the development of 'global graduate' skills.

- Support needs to be given to academic staff so that they can foster integration among students of diverse backgrounds more effectively.

Outcomes

1. To provide high-quality data for members to assist with benchmarking
2. To assist universities with internationalisation activities by integrating student and staff surveys
3. Establish a 'brand' recognised across Europe and beyond for excellence in student experience
4. Benefit network members by actively promoting and disseminating good practice

GEP Design Principles

How the GEP is different

Internationalisation Measurement Criteria	Traditional	GEP
Composition: International students	✓	
Composition: International staff	✓	
Incoming & outgoing student mobility	✓	
International student support	✓	
International joint projects	✓	
Social integration		✓
Academic integration		✓
Global opportunities & support		✓
Foreign language skills development		✓
Global communication skills		✓

GEP Design (Student Version)

▪ **5 constructs (Global Fitness development focus)**

Stretch Opportunities + Guided Support	Mindful Venturing → Intercultural skilfulness	Mindful Venturing → Intercultural skilfulness
▪ Global opportunities & support	▪ Social integration ▪ Academic integration	▪ Communication skills ▪ Foreign language skills

GEP Design (Staff version)

- **Professional performance focus**

| Teaching Focus		External International Focus
Stretch Opportunities	Mindful venturing + Guided learning/support	Intercultural understanding + Intercultural skilfulness
- Classroom composition - Global curriculum	- Student engagement in class - Teacher engagement with students	- International collaborative knowledge - International collaborative relations

GEP Design (Staff Version)

- **Personal & Professional development focus**

Well-being	Support	Global Fitness Outcomes (Vitality & Skilfulness)
▪ Identification ▪ Integration	▪ Global skills support	▪ Personal global strengths ▪ Building relations in organisation ▪ Global communication skills ▪ Foreign language skills development

GEP Design

- All items answered in two ways
  - Importance to me (probes aspiration/motivation)
  - My actual experience (probes engagement)
    OR (in some staff items)
  - My ease of handling (probes skill comfort)
- Wording allows for all types of diversity, not just nationality
  e.g. 'different cultural backgrounds' is glossed as "e.g. different nationalities, ethnicities, religious beliefs, etc."
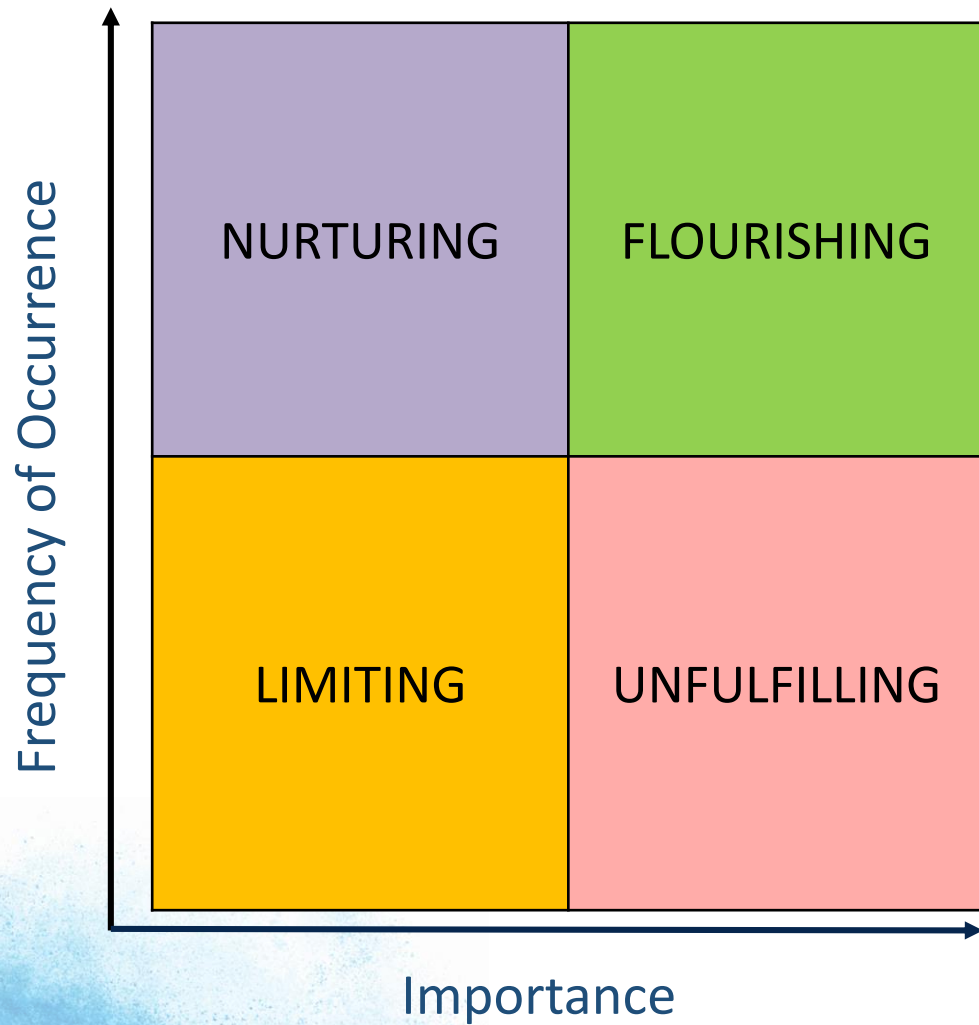
Results

Key Messages

Large results data set: 24,641 respondents. Students and staff surveyed.

GEP is a relatively new survey; but this is the biggest use of the survey for benchmarking

Scope of results is broad and detailed - high level messages may mask detailed points of interest. Worth taking the time to study your own results in detail

Opportunities for policy development

"Global Graduate" skills: widest spread of results for Global Opportunities and Support – key theme for development of "Global Graduates"

"Diverse classroom" themes:
- – Academic Integration: 10 universities in "unfulfilling" quadrant
- – Student Engagement in Class: 13 universities in "flourishing" quadrant
- – Teacher Engagement with Students: 13 universities in "flourishing" quadrant

Overview of Surveys

Survey Overview

Core questionnaire covering social integration, academic integration, communication skills, foreign language skills, global opportunities and support and multiple aspects of university working experiences

Semi-standardised online questionnaire format, adapted and customised for each partner institution

Students and staff invited to feedback spring 2019

16,709 international and domestic students; 7,932 staff responded from March to June
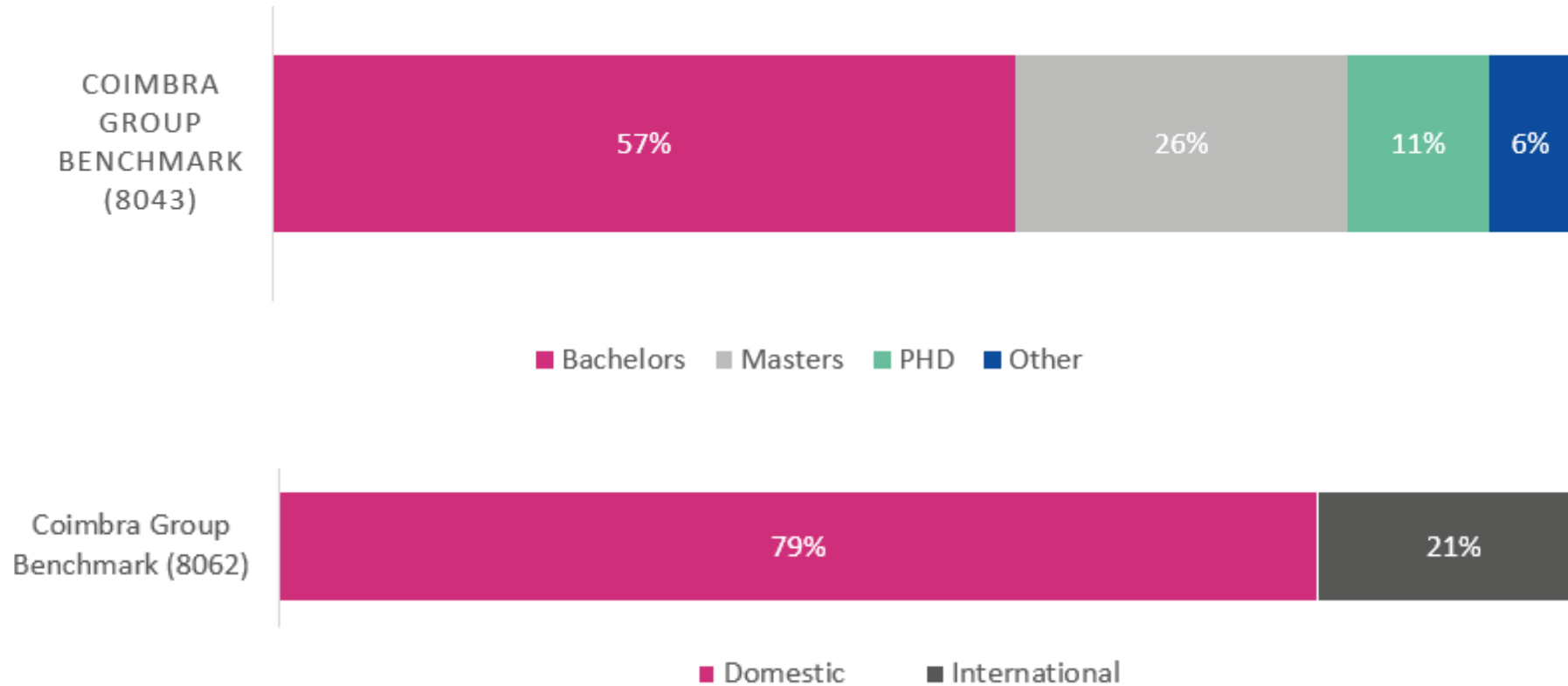
Institution-specific results analysed by faculty, nationality and key demographics

Reporting: in person, confidential and customised to each institution

Response Rate Overview

i-graduate

16,709 international and domestic students responded from March to June

COIMBRA GROUP BENCHMARK (8043)			
57%	26%	11%	6%

■ Bachelors ■ Masters ■ PHD ■ Other

Coimbra Group Benchmark (8062)	
79%	21%

■ Domestic ■ International

7,932 staff responded from March to June

Professional Support, 41%

Academic/Teaching, 59%
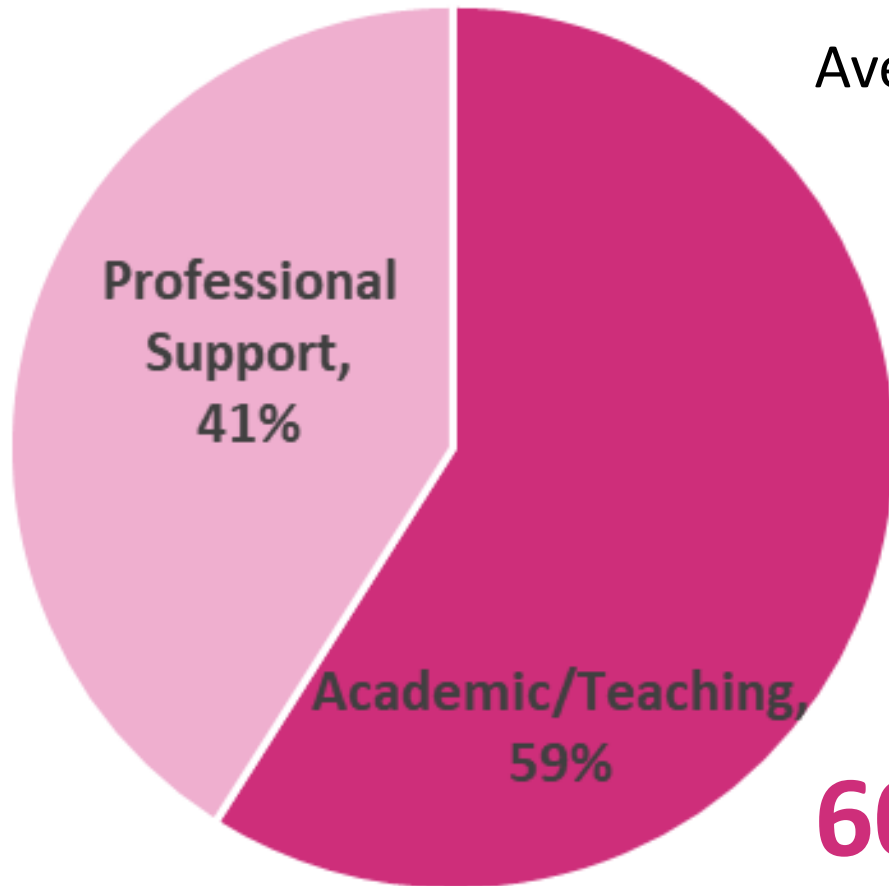
Average years at institution: **14.0**

Average years in higher education: **16.4**

Academic Department	**73%**
Central Service Department	**20%**
University Executive	**2%**
Other	**5%**

60% said "most" or "all" of their work involved contact with students

Overview - Student Survey

Theme Summary - Importance

i-graduate

Coimbra Group Benchmark: Average Importance Score by Theme

	Social Integration	Academic Integration	Communication Skills	Foreign Language Skills	Global Opportunities & Support
Score	4.2	4.3	4.7	4.8	4.7

Theme Summary - Experience
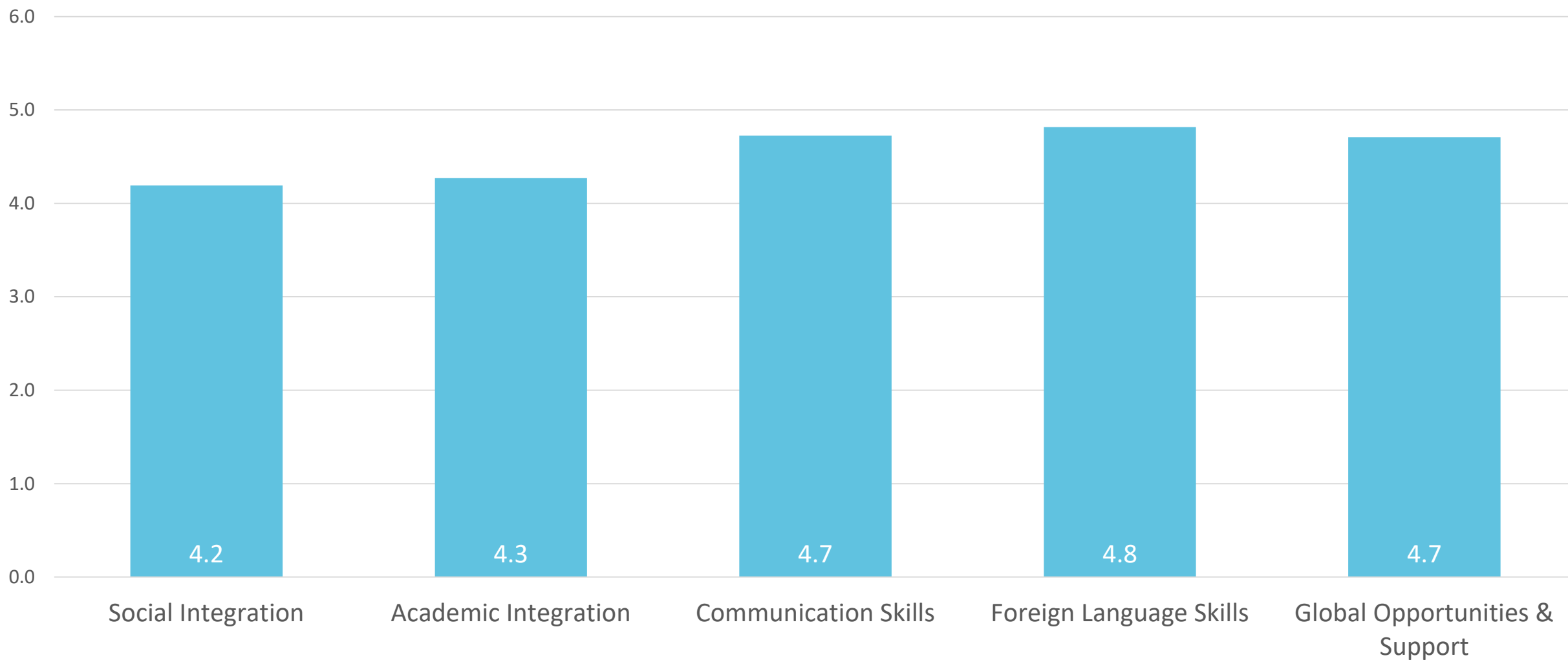
Coimbra Group Benchmark: Average Experience Score by Theme

Theme	Score
Social Integration	3.4
Academic Integration	3.3
Communication Skills	4.0
Foreign Language Skills	3.6
Global Opportunities & Support	3.3

Themes: GE-P Matrix
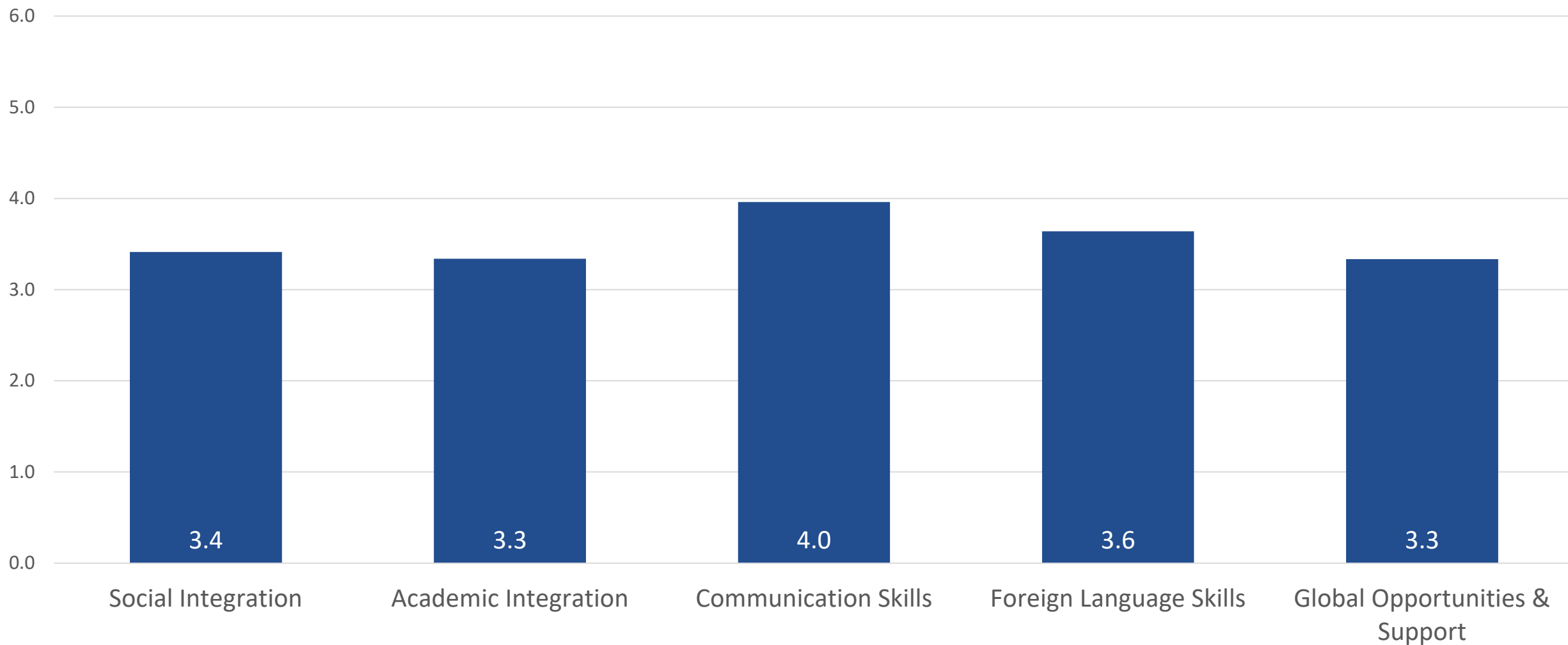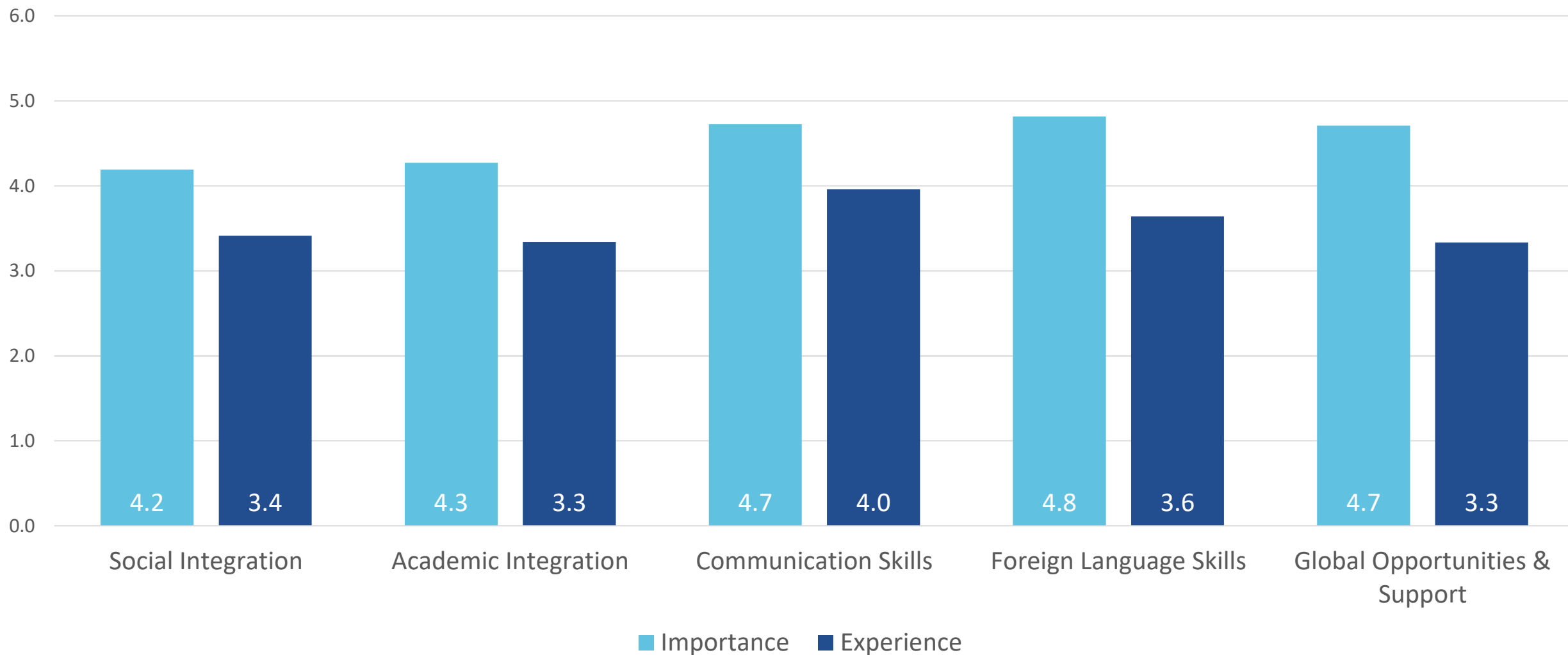
Plot of Responses from Coimbra Group Benchmark
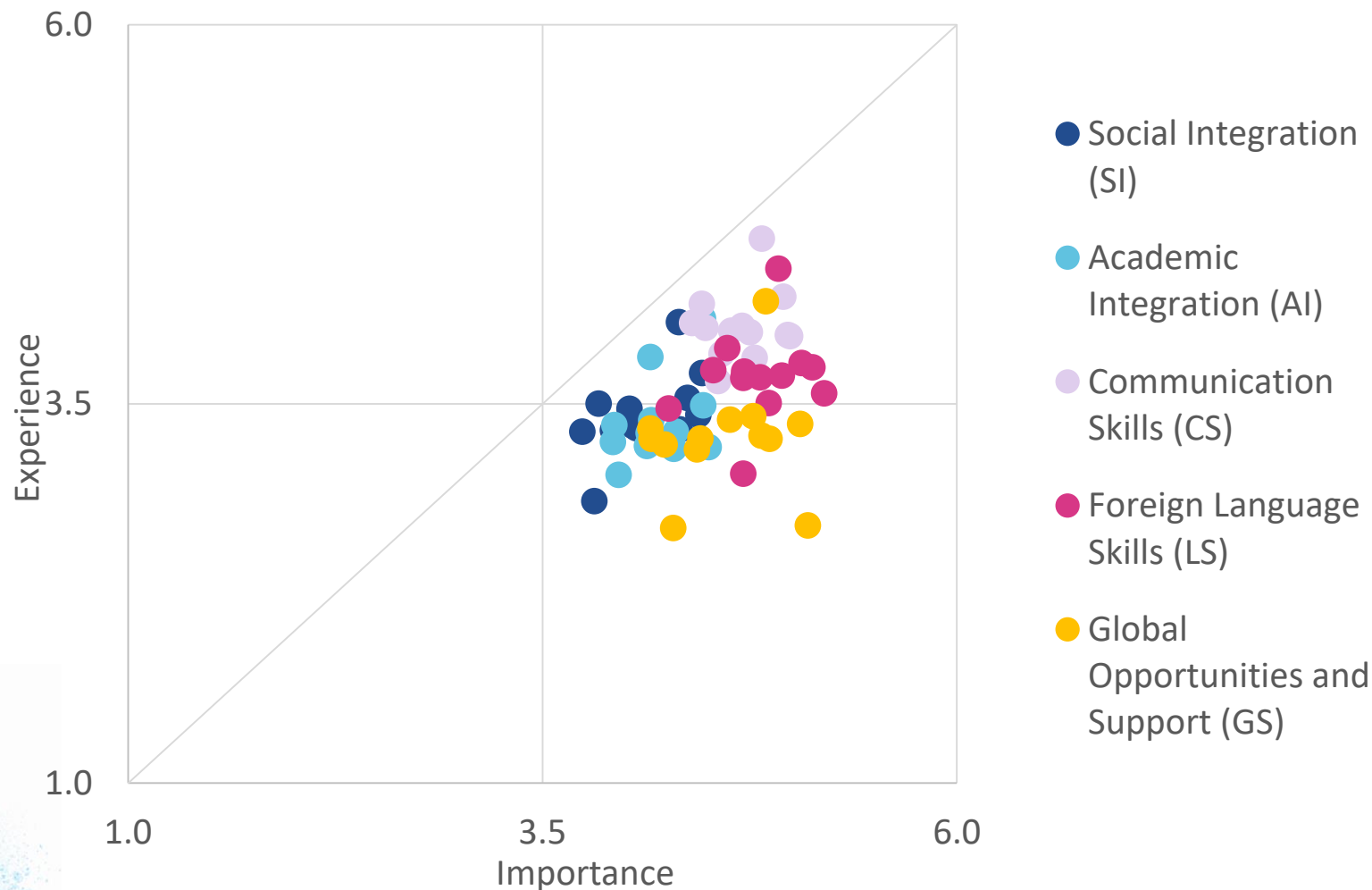
Legend:
- Social Integration (SI)
- Academic Integration (AI)
- Communication Skills (CS)
- Foreign Language Skills (LS)
- Global Opportunities and Support (GS)

This charts shows the average for each theme (represented by the 5 different colours) for each of the 13 universities in the Coimbra Group benchmark (13 dots per theme)

Themes: GE-P Matrix

Theme Summary - % Flourishing
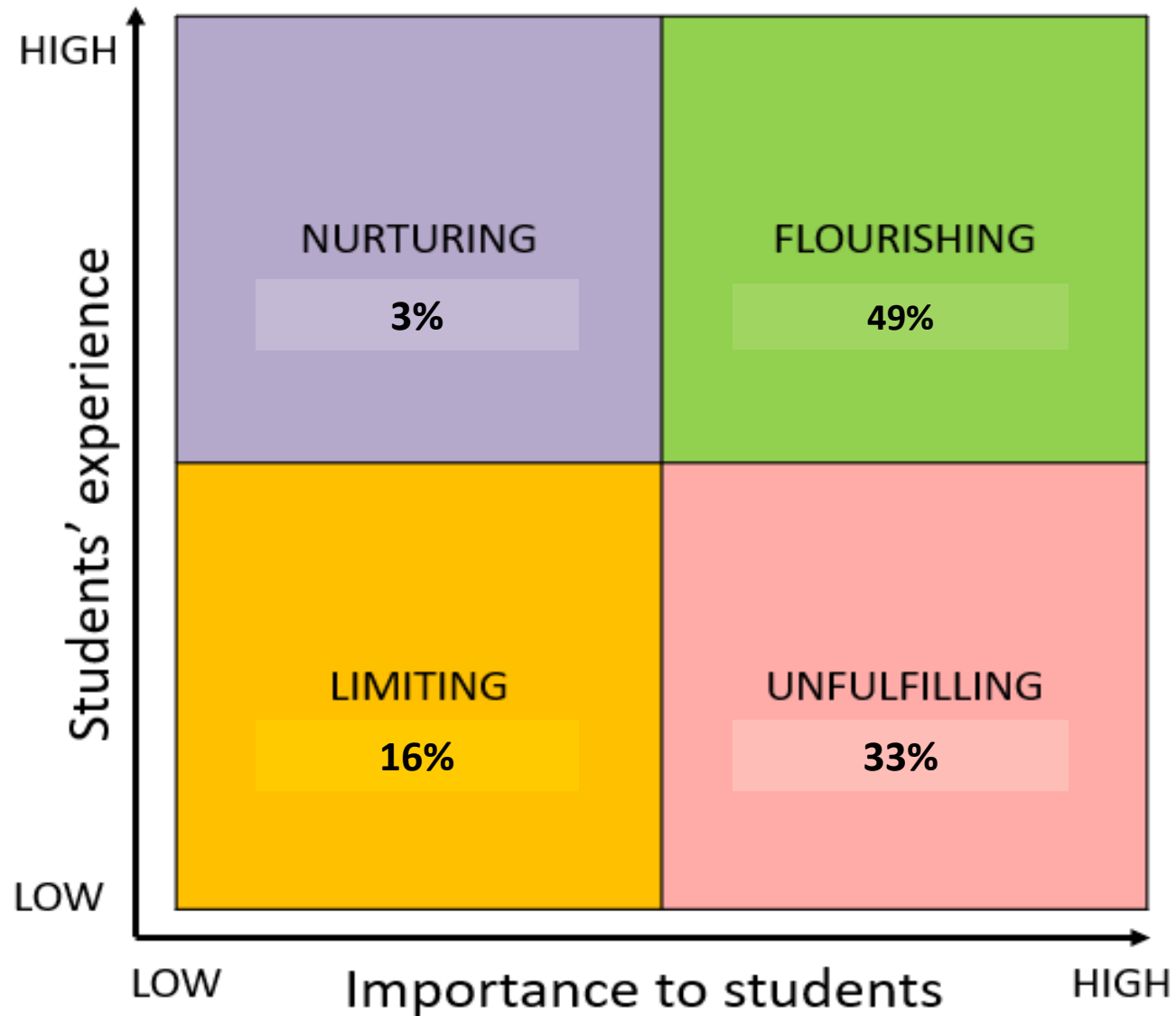
Overall % of Students in the Flourishing Quadrant per University

University	%
A	52%
B	49%
C	49%
D	56%
E	47%
F	45%
G	45%
H	43%
I	71%
J	48%
K	30%
L	48%
M	46%

Coimbra Group Universities

OVERALL % Flourishing   Coimbra Group Benchmark Average

Theme Summary - % Flourishing
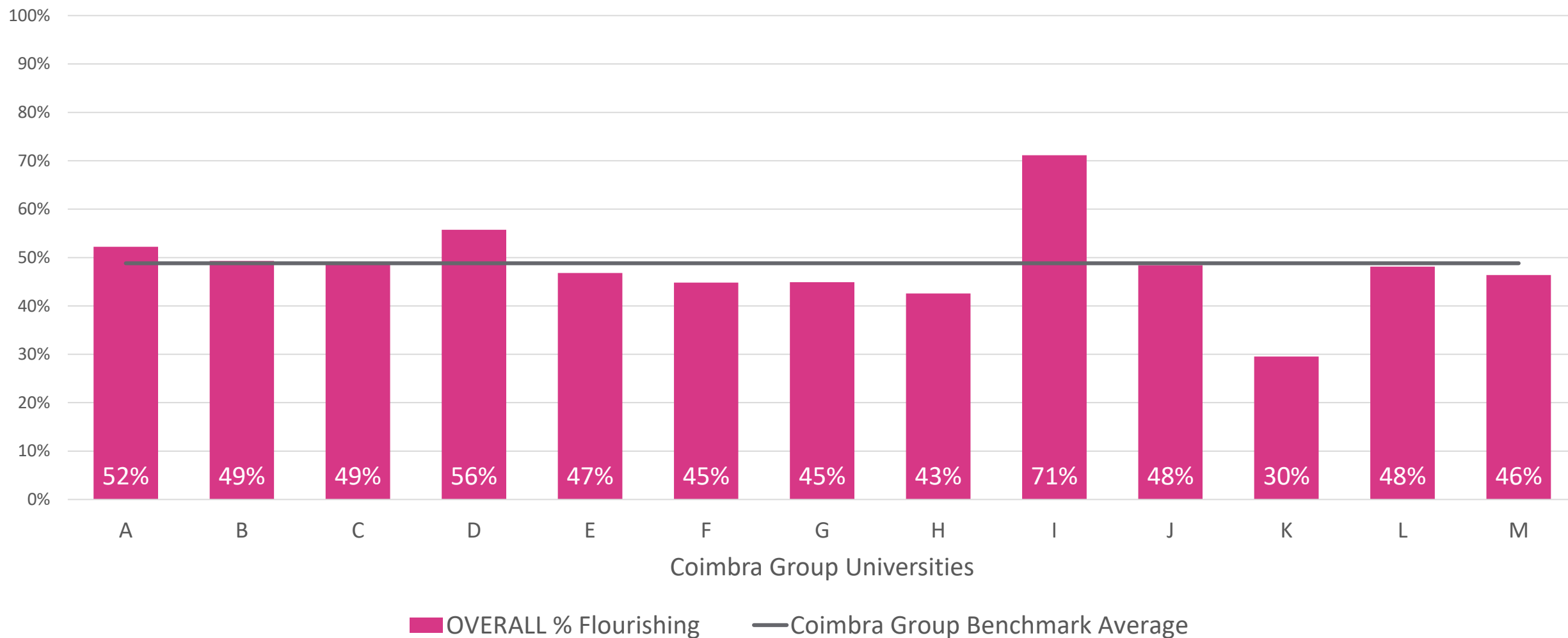
Coimbra Group Benchmark: Average % of Students in the Flourishing Quadrant by Theme
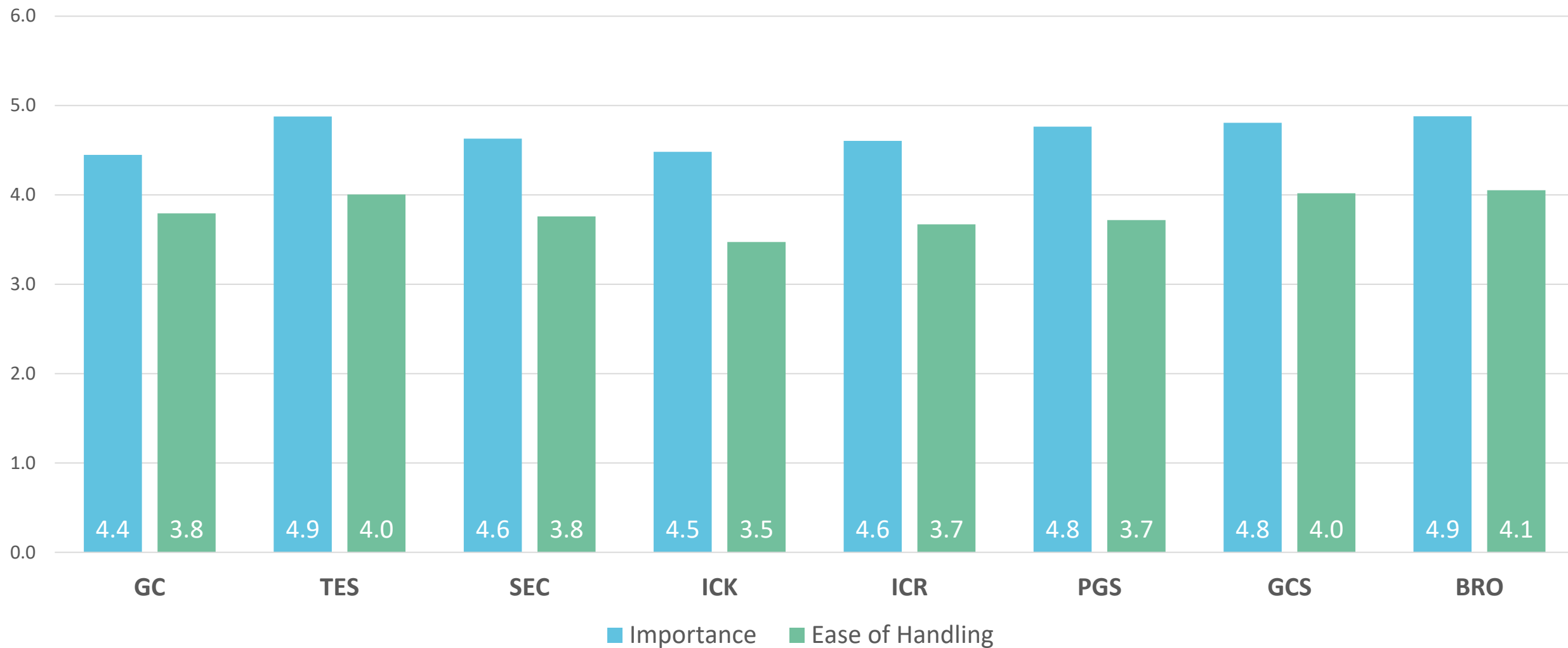
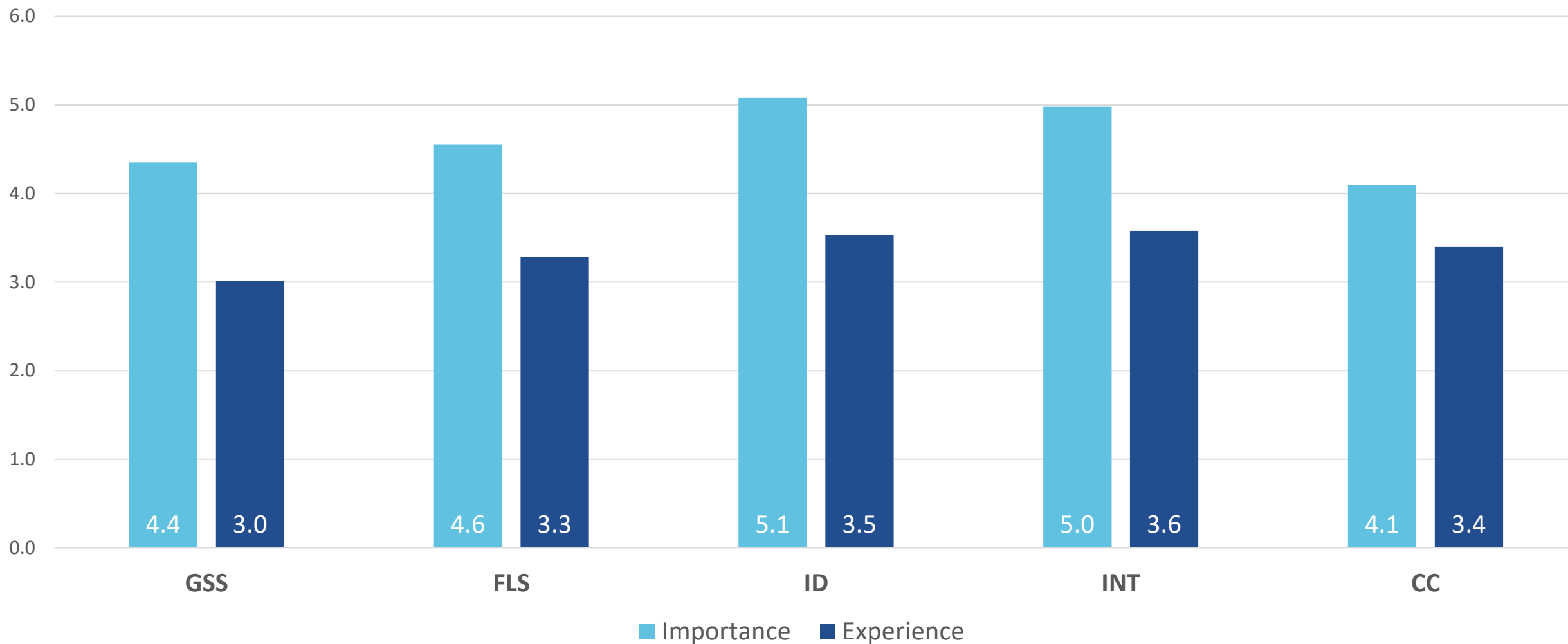| Theme	%
Social Integration	44%
Academic Integration	41%
Communication Skills	66%
Foreign Language Skills	55%
Global Opportunities & Support	43%
OVERALL	49%
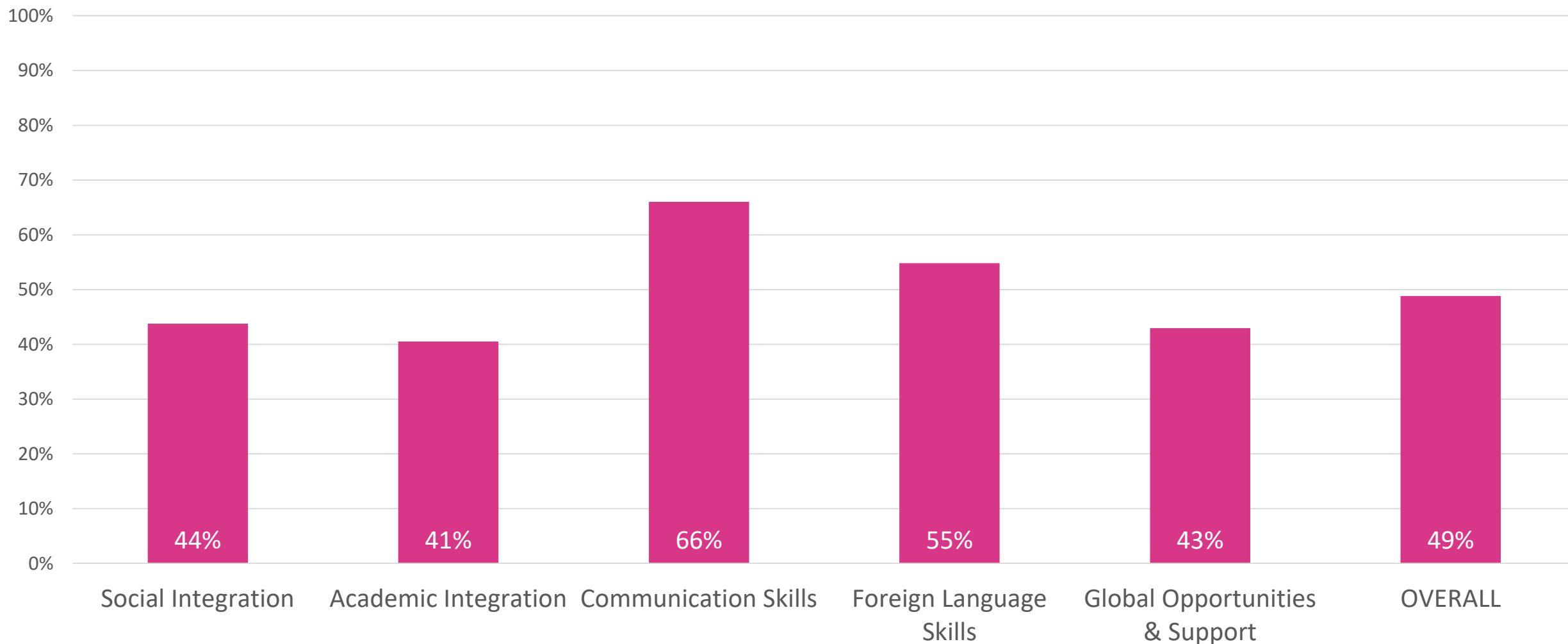
Overview - Staff Survey

Coimbra Group Benchmark: Average Importance & Experience Score by Theme

Theme	Importance	Experience
GSS	4.4	3.0
FLS	4.6	3.3
ID	5.1	3.5
INT	5.0	3.6
CC	4.1	3.4

■ Importance ■ Experience

GEP Matrix

Theme Summary - % Flourishing
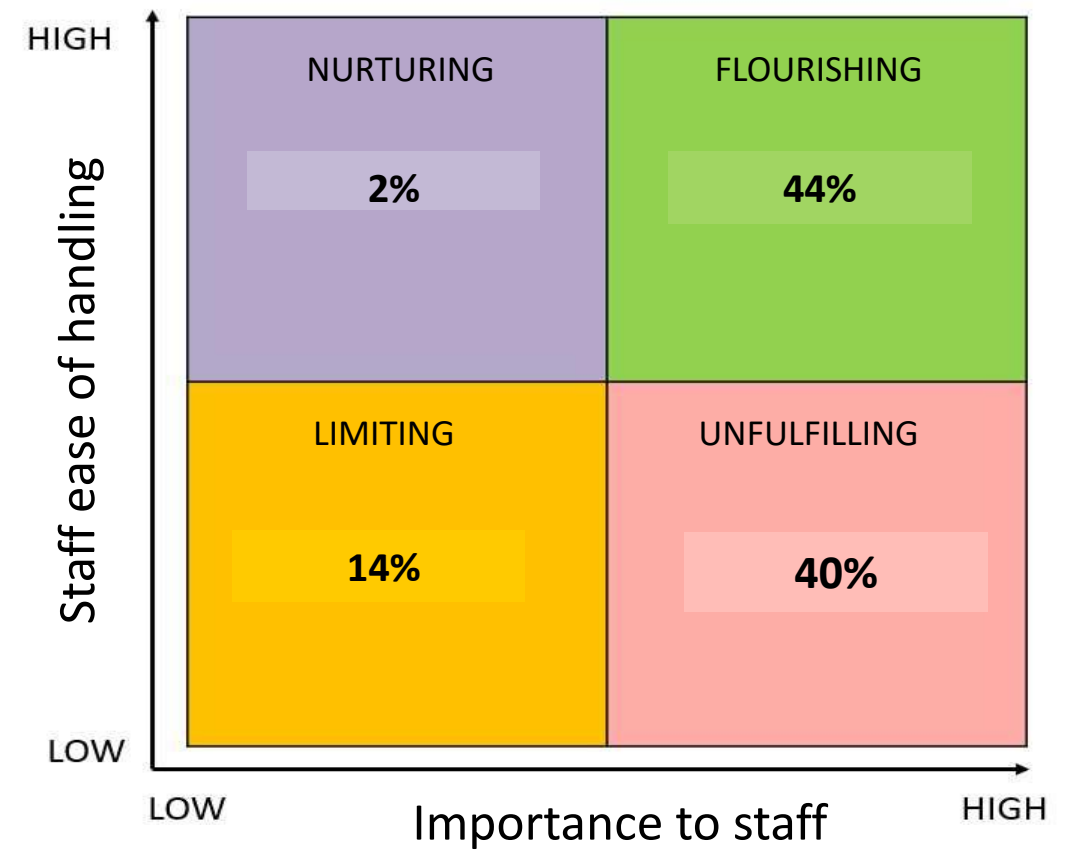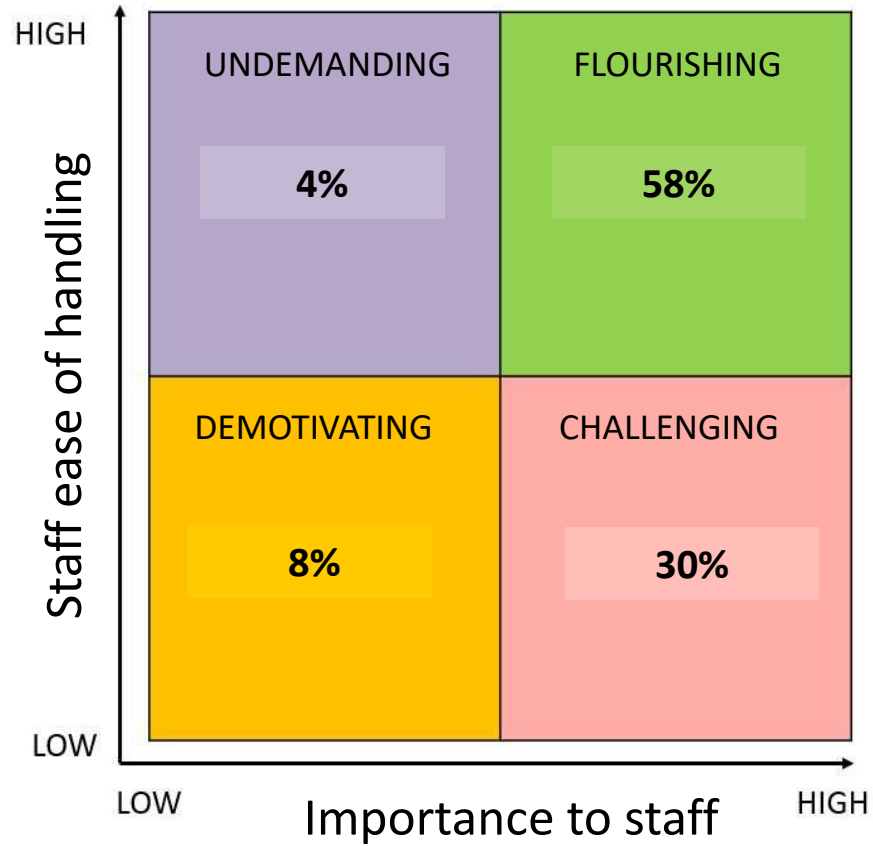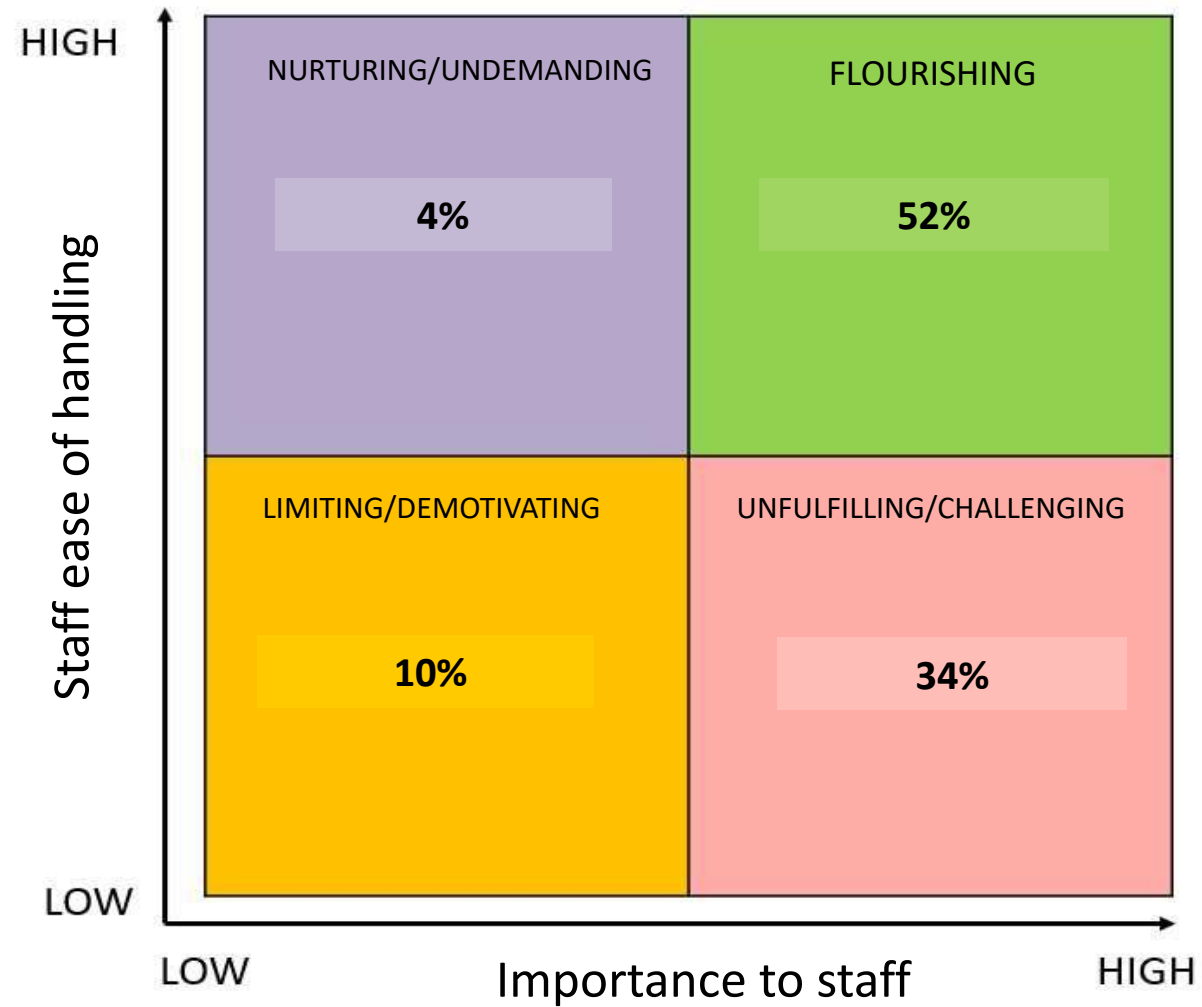
Overall % of Staff in the Flourishing Quadrant

OVERALL % Flourishing — Coimbra Group Benchmark Average

Coimbra Group Universities

Coimbra Group Heatmap Summary

Survey	Theme	Number of Universities		% Flourishing	Average GAP
		Flourishing	Unfulfilling/ Challenging		
STUDENT	Social Integration	4	9	44%	-0.78
	Academic Integration	2	11	41%	-0.93
	Communication Skills	13	0	66%	-0.76
	Foreign Language Skills	11	2	55%	-1.18
	Global Opportunities & Support	1	12	43%	-1.37
STAFF	Global Curriculum	12	1	57%	-0.65
	Teacher Engagement With Students	13	0	67%	-0.87
	Student Engagement in Class	13	0	56%	-0.87
	International Collaborative Knowledge	7	6	45%	-1.01
	International Collaborative Relations	11	2	54%	-0.93
	Personal Global Strengths	12	1	55%	-1.04
	Global Communication Skills	13	0	67%	-0.79
	Global Skills Support	2	11	32%	-1.33
	Foreign Language Skills	4	9	41%	-1.27
	Identification	5	8	51%	-1.55
	Integration	8	5	53%	-1.40
	Class Composition	7	6	39%	-0.70
	Building Relations in my Organisation	13	0	69%	-0.83

Selected Results - Student & Staff Surveys

Social Integration

Theme Summary (SI) - Importance & Experience

Social Integration (SI) Average Importance & Experience Score
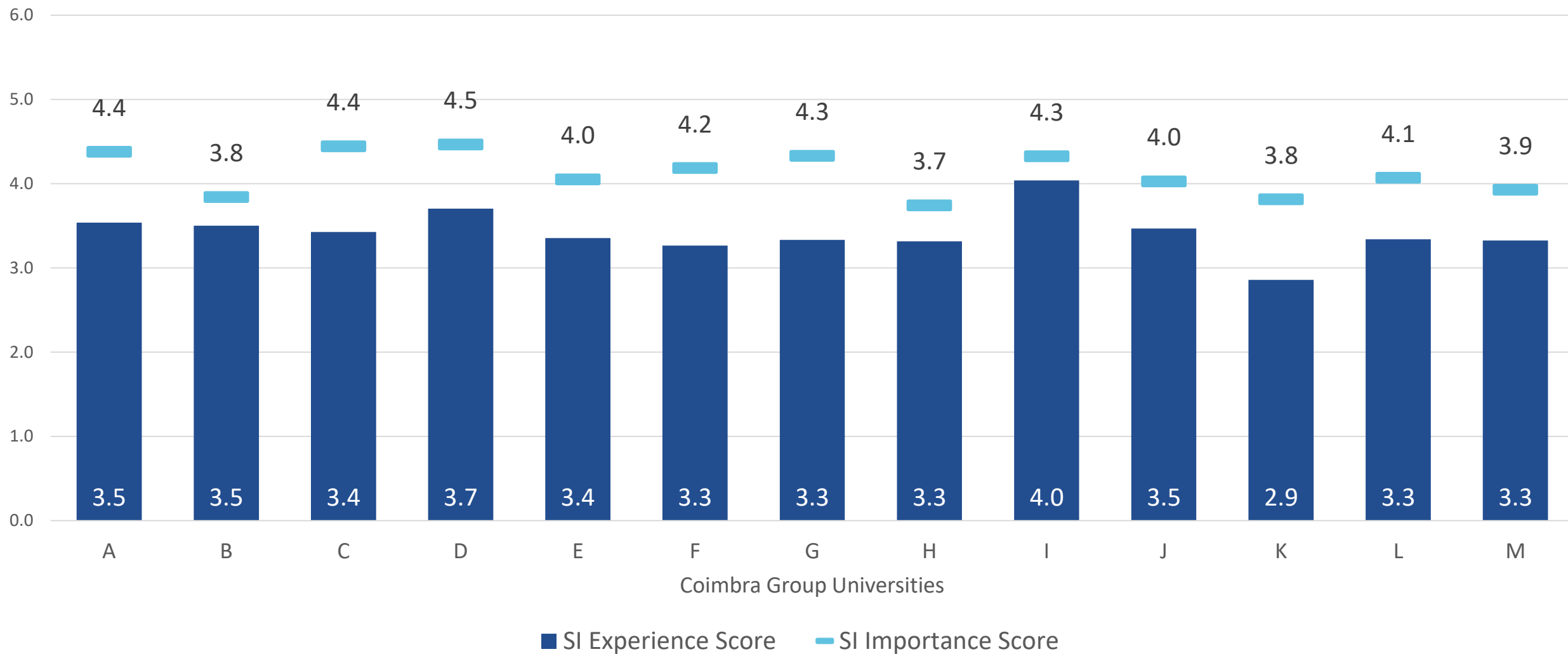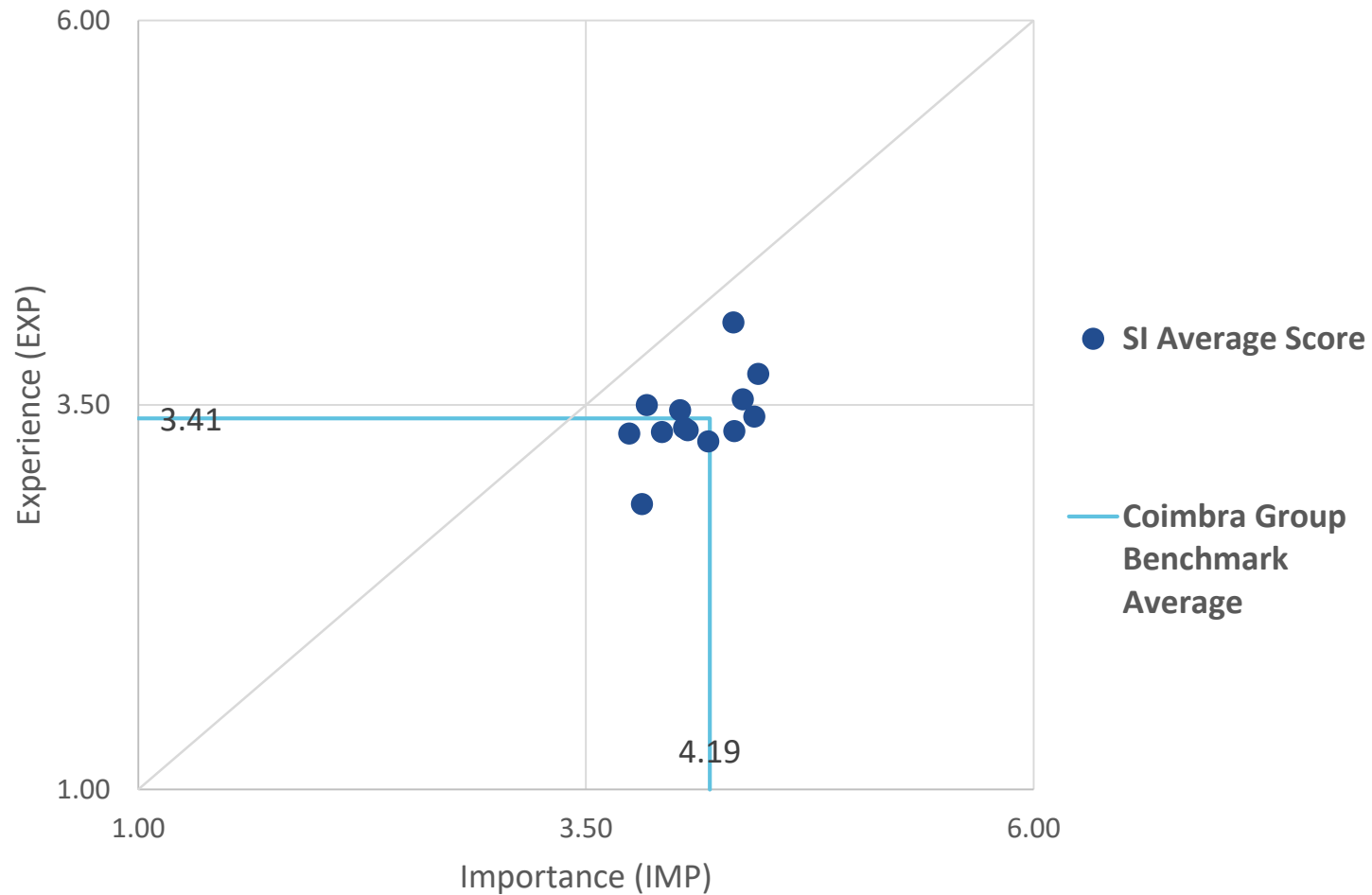
Coimbra Group Universities

- SI Experience Score
- SI Importance Score

University	SI Experience Score	SI Importance Score
A	3.5	4.4
B	3.5	3.8
C	3.4	4.4
D	3.7	4.5
E	3.4	4.0
F	3.3	4.2
G	3.3	4.3
H	3.3	3.7
I	4.0	4.3
J	3.5	4.0
K	2.9	3.8
L	3.3	4.1
M	3.3	3.9

Social Integration (SI)

This charts shows the average importance and experience scores for this theme for each of the 13 universities in the Coimbra Group benchmark

Academic Integration

Theme Summary (AI) - Importance & Experience

Academic Integration (AI) Average Importance & Experience Score

University	AI Experience Score	AI Importance Score
A	3.3	4.3
B	3.8	4.2
C	3.2	4.5
D	3.5	4.5
E	3.2	4.1
F	3.2	4.3
G	3.2	4.5
H	3.4	3.9
I	4.1	4.5
J	3.4	4.2
K	3.0	4.0
L	3.3	4.1
M	3.2	3.9

Coimbra Group Universities

■ AI Experience Score ━ AI Importance Score
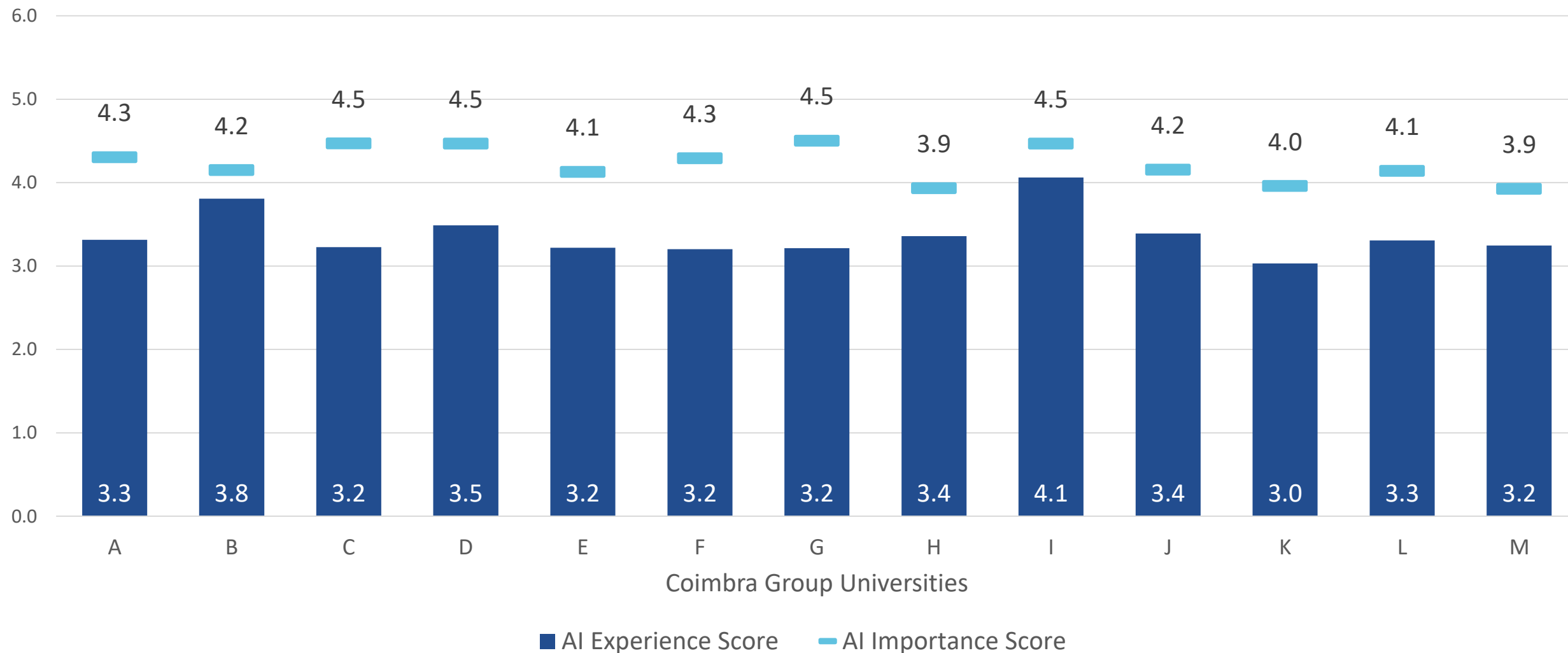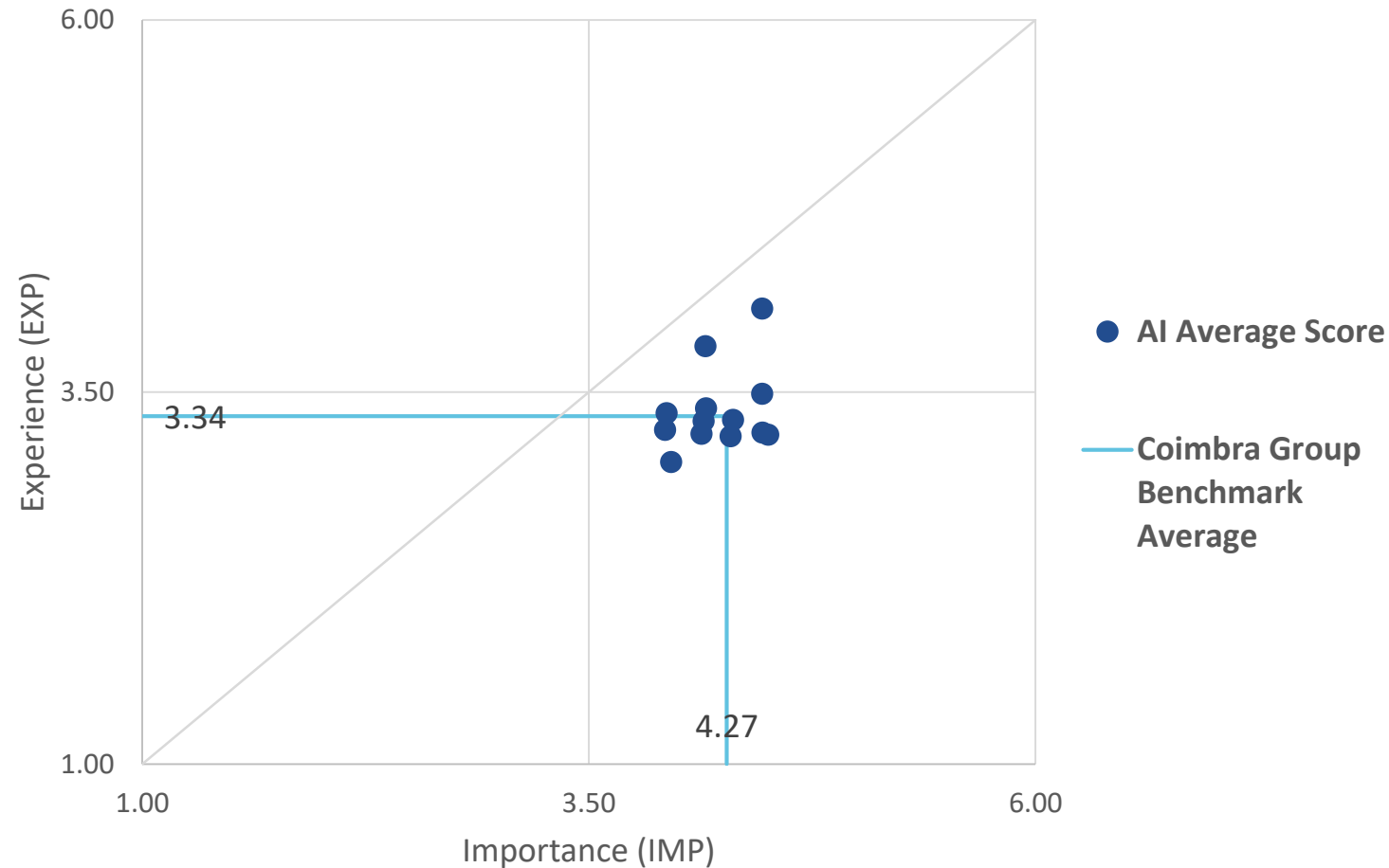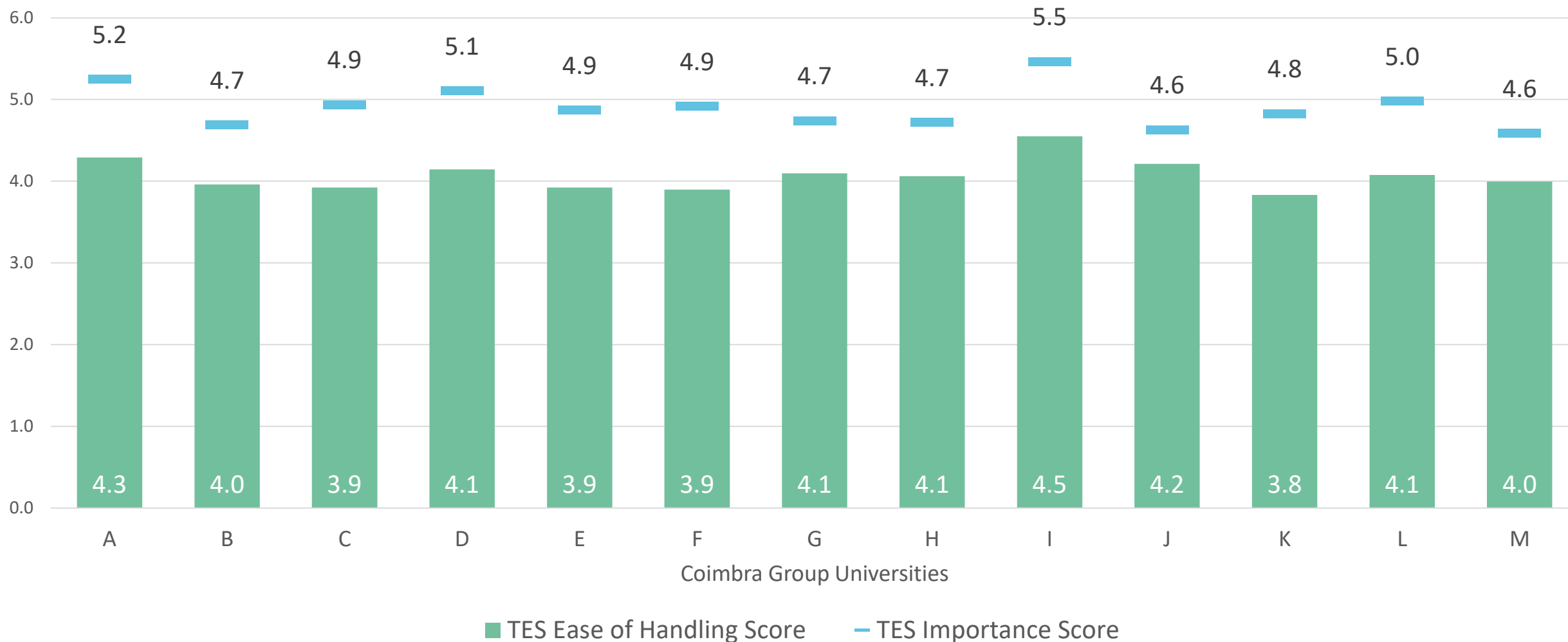
Academic Integration (AI)

This charts shows the average importance and experience scores for this theme for each of the 13 universities in the Coimbra Group benchmark
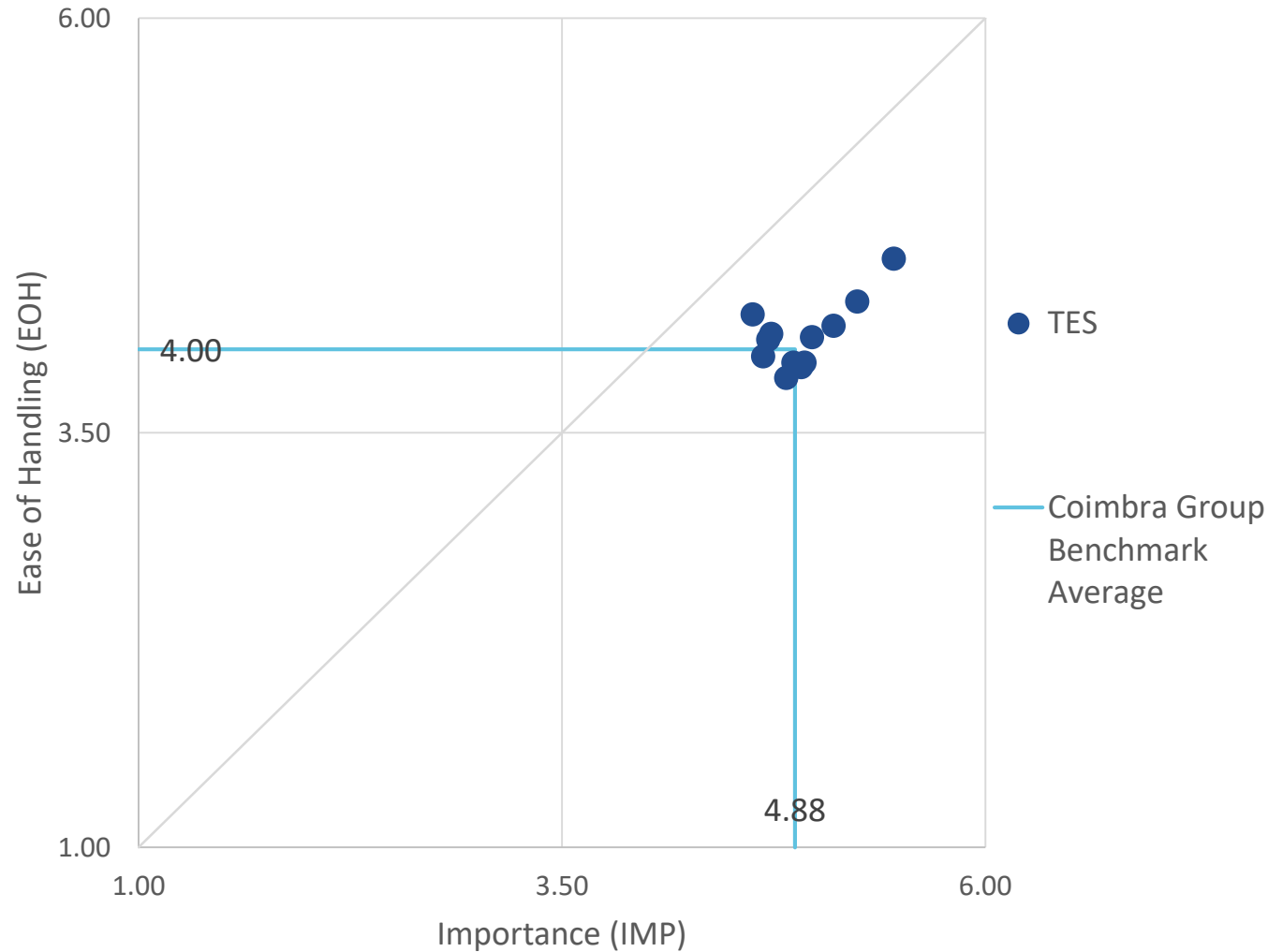
Teacher Engagement with Students

i-graduate

Teacher engagement with students (TES) Average IMP & EOH Score

Legend: TES Ease of Handling Score | TES Importance Score

X-axis: Coimbra Group Universities (A, B, C, D, E, F, G, H, I, J, K, L, M)

TES Importance Score (blue): A: 5.2, B: 4.7, C: 4.9, D: 5.1, E: 4.9, F: 4.9, G: 4.7, H: 4.7, I: 5.5, J: 4.6, K: 4.8, L: 5.0, M: 4.6

TES Ease of Handling Score (green): A: 4.3, B: 4.0, C: 3.9, D: 4.1, E: 3.9, F: 3.9, G: 4.1, H: 4.1, I: 4.5, J: 4.2, K: 3.8, L: 4.1, M: 4.0

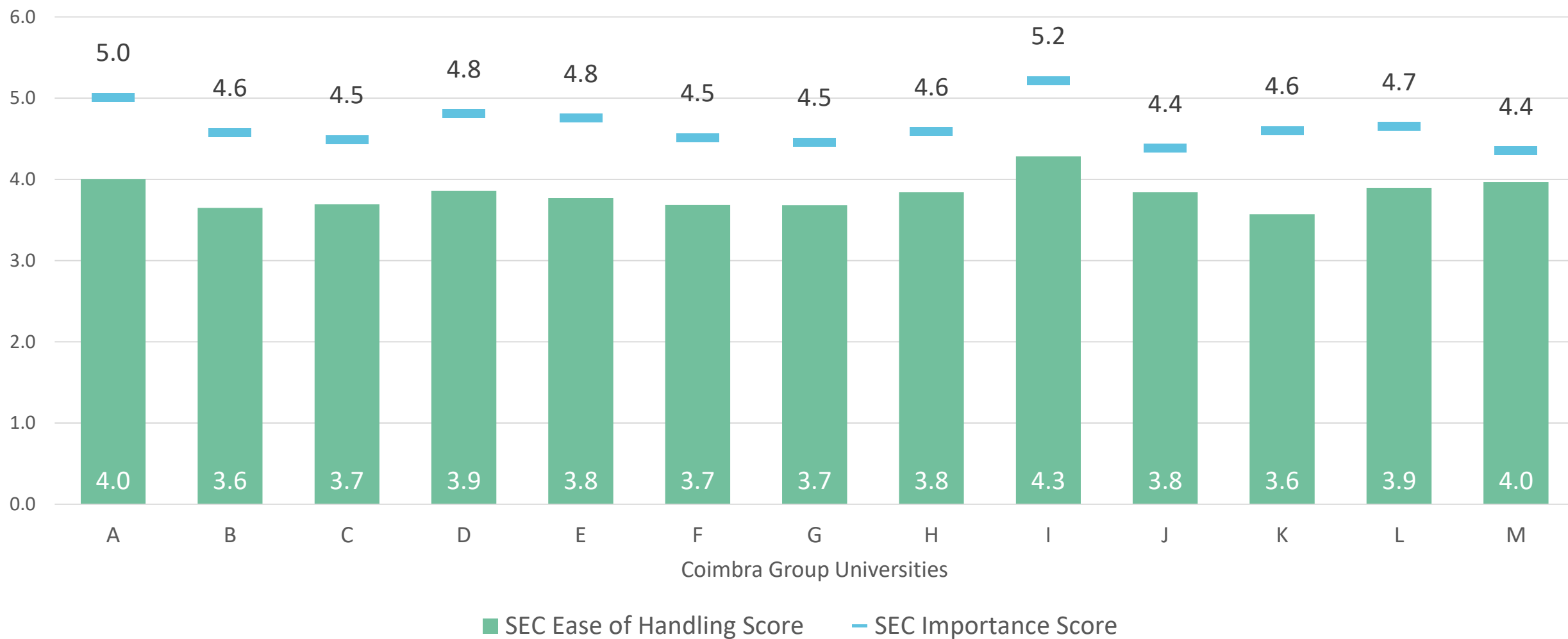# Teacher Engagement with Students (TES)

This charts shows the average importance and ease of handling scores for this theme for each of the 13 universities in the Coimbra Group benchmark

Student Engagement in Class

i-graduate

Student Engagement in Class (SEC) Average IMP & EOH Score

University	SEC Ease of Handling Score	SEC Importance Score
A	4.0	5.0
B	3.6	4.6
C	3.7	4.5
D	3.9	4.8
E	3.8	4.8
F	3.7	4.5
G	3.7	4.5
H	3.8	4.6
I	4.3	5.2
J	3.8	4.4
K	3.6	4.6
L	3.9	4.7
M	4.0	4.4

Coimbra Group Universities

■ SEC Ease of Handling Score — SEC Importance Score
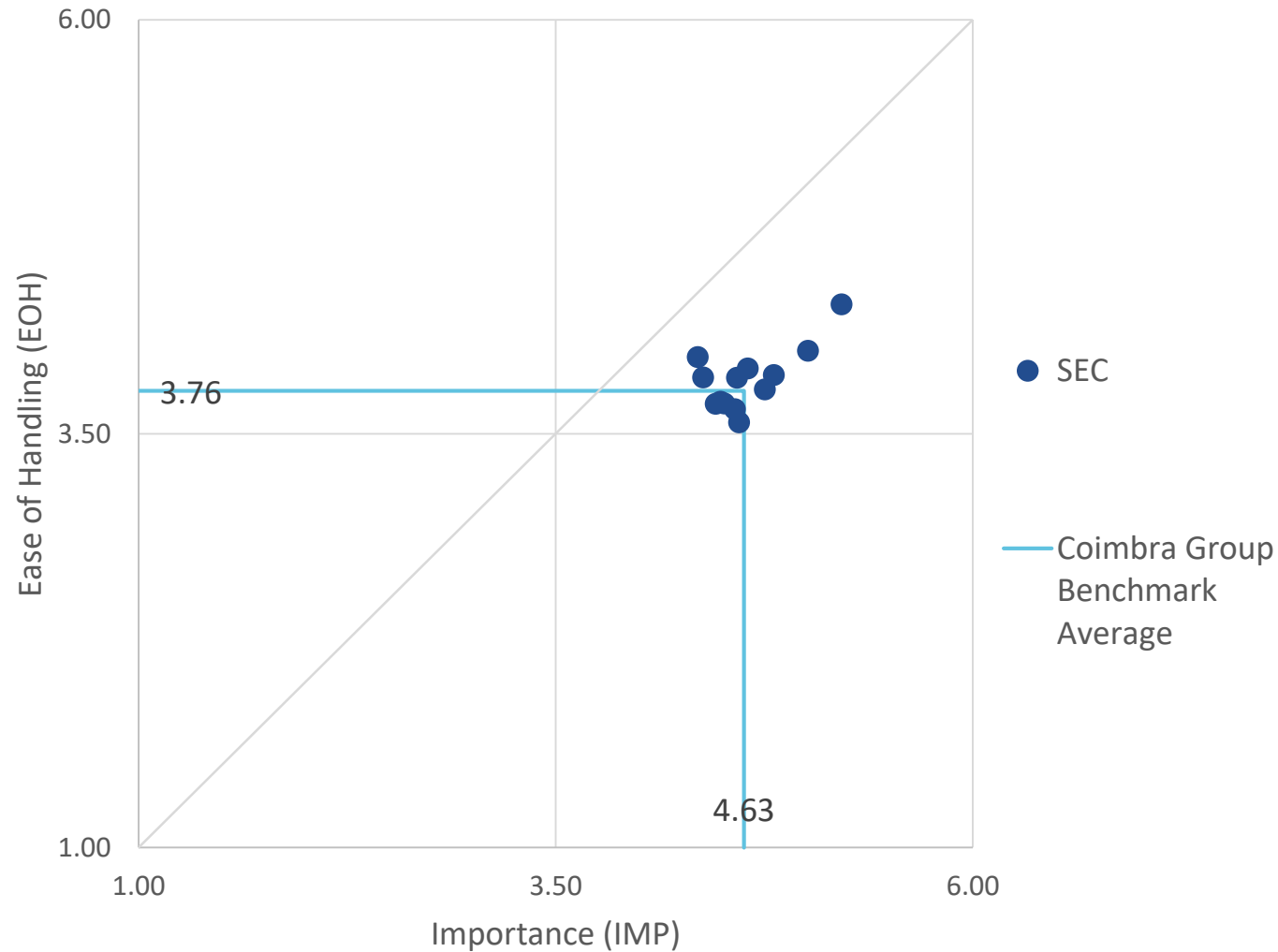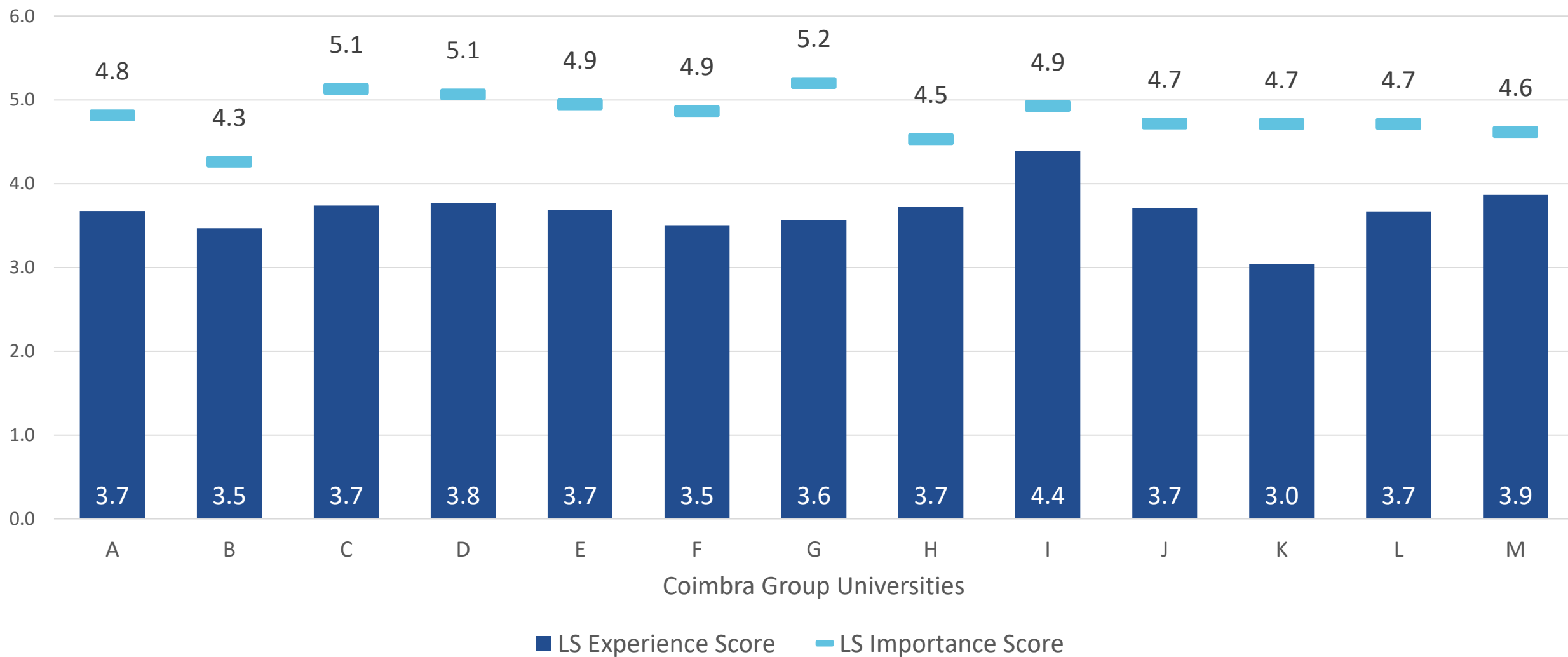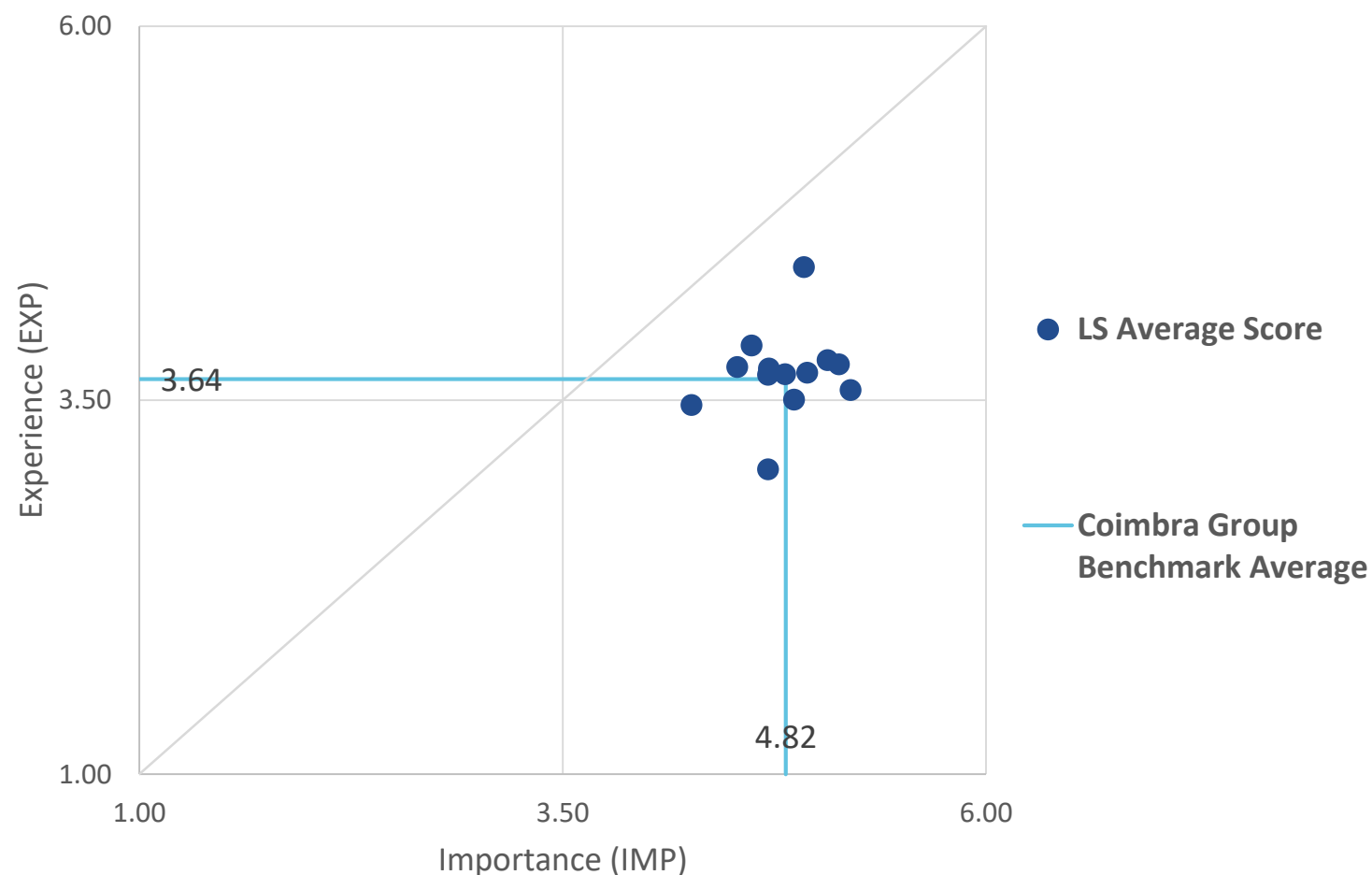
Student Engagement in Class (SEC)

This charts shows the average importance and ease of handling scores for this theme for each of the 13 universities in the Coimbra Group benchmark

Foreign Language Skills

Theme Summary (LS) - Importance & Experience

Foreign Language Skills (LS) Average Importance & Experience Score

Foreign Language Skills (LS)

This charts shows the average importance and experience scores for this theme for each of the 13 universities in the Coimbra Group benchmark

Foreign Language Skills Development

i-graduate

Foreign Language Skills Development (FLS) Average IMP & EXP Score

Importance scores: A 4.8, B 4.0, C 4.7, D 5.1, E 4.7, F 4.8, G 4.8, H 4.2, I 5.2, J 4.1, K 4.6, L 4.7, M 4.0

Experience scores: A 3.3, B 3.1, C 3.3, D 3.8, E 3.5, F 3.2, G 3.5, H 3.5, I 4.4, J 3.0, K 2.8, L 3.1, M 3.4

Coimbra Group Universities

■ FLS Experience Score   — FLS Importance Score
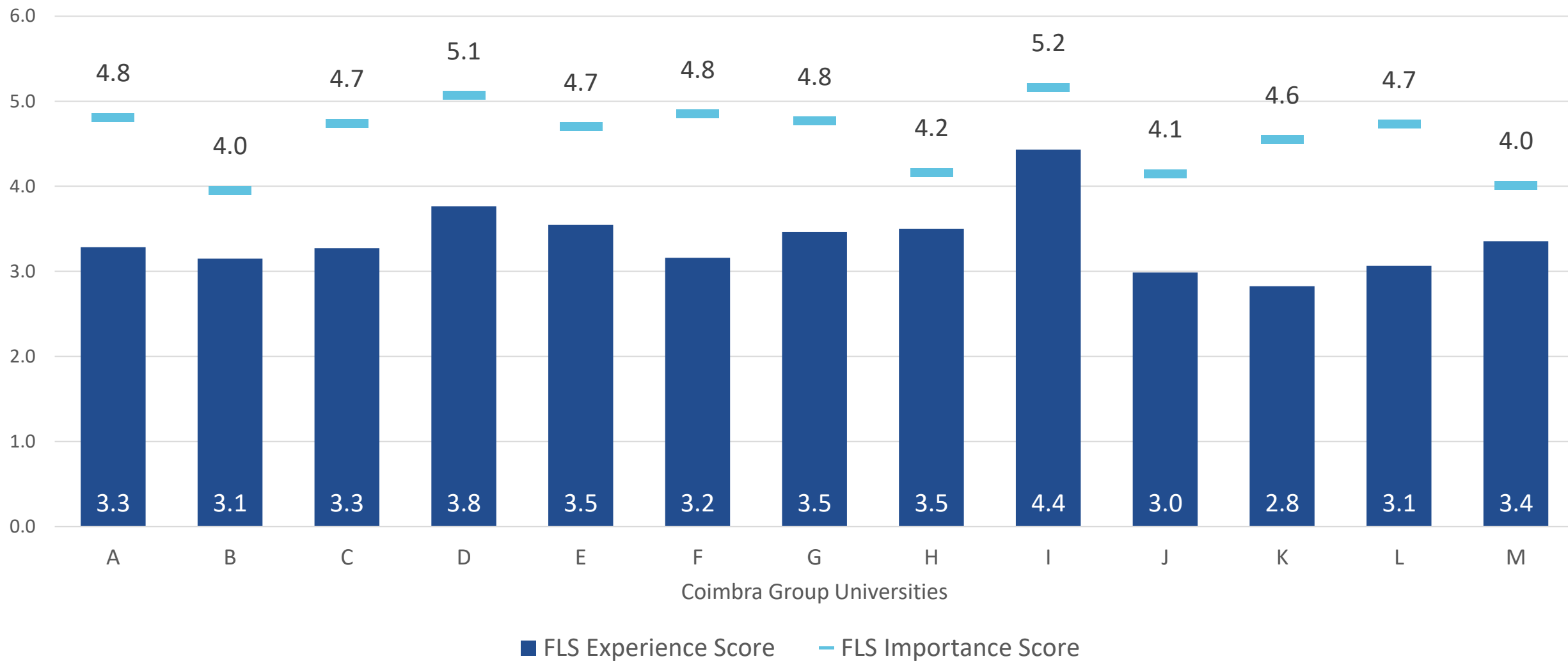
Foreign Language Skills Development (FLS)

This charts shows the average importance and experience scores for this theme for each of the 13 universities in the Coimbra Group benchmark
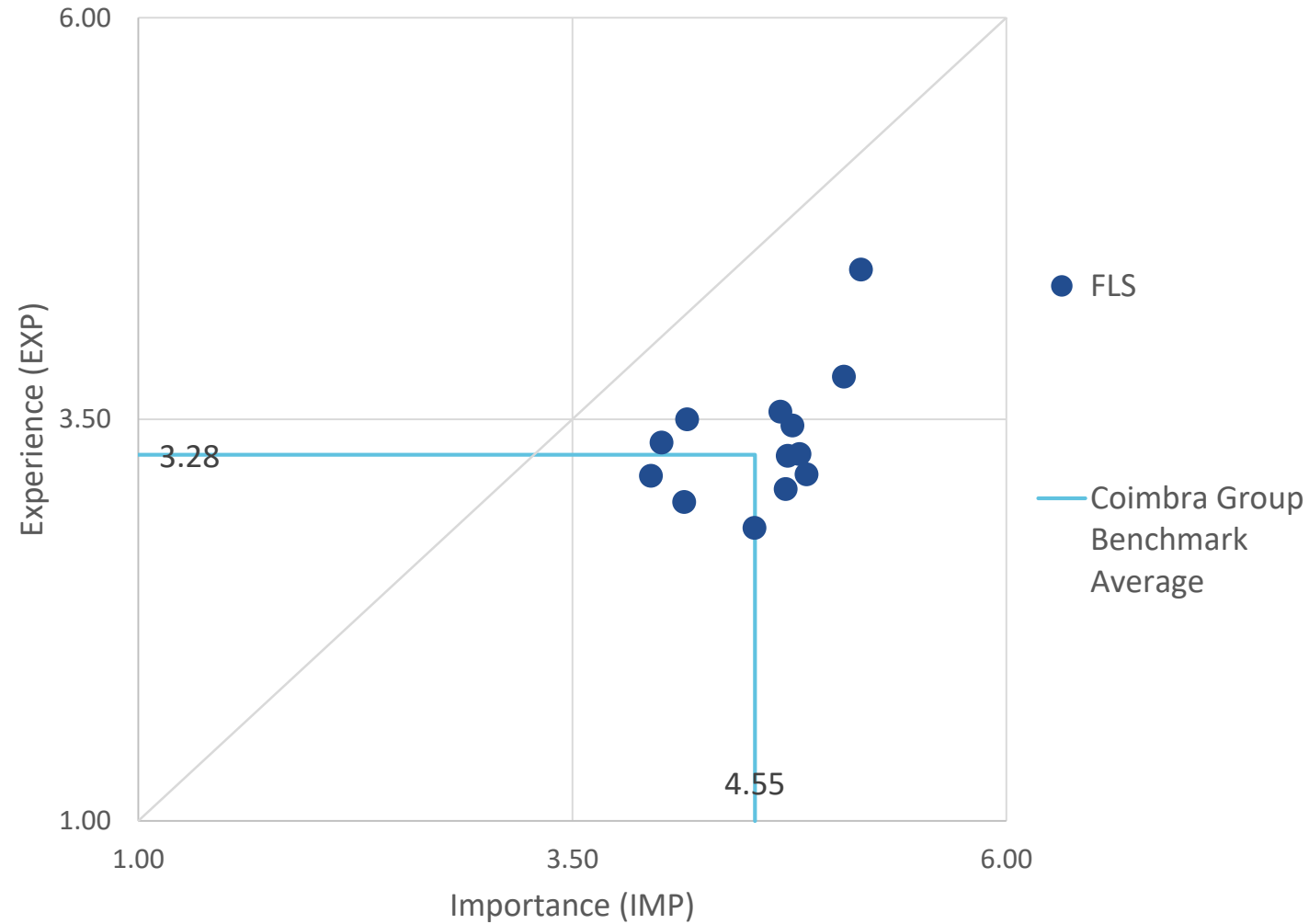
Global Opportunities and Support

i-graduate

Global Opportunities & Support (GS) Average Importance & Experience Score

University	A	B	C	D	E	F	G	H	I	J	K	L	M
GS Importance Score	4.8	4.2	5.1	4.9	4.4	4.8	5.1	4.2	4.8	4.5	4.3	4.6	4.2
GS Experience Score	3.4	3.2	3.4	3.3	3.2	3.3	2.7	3.3	4.2	3.3	2.7	3.4	3.3

Coimbra Group Universities

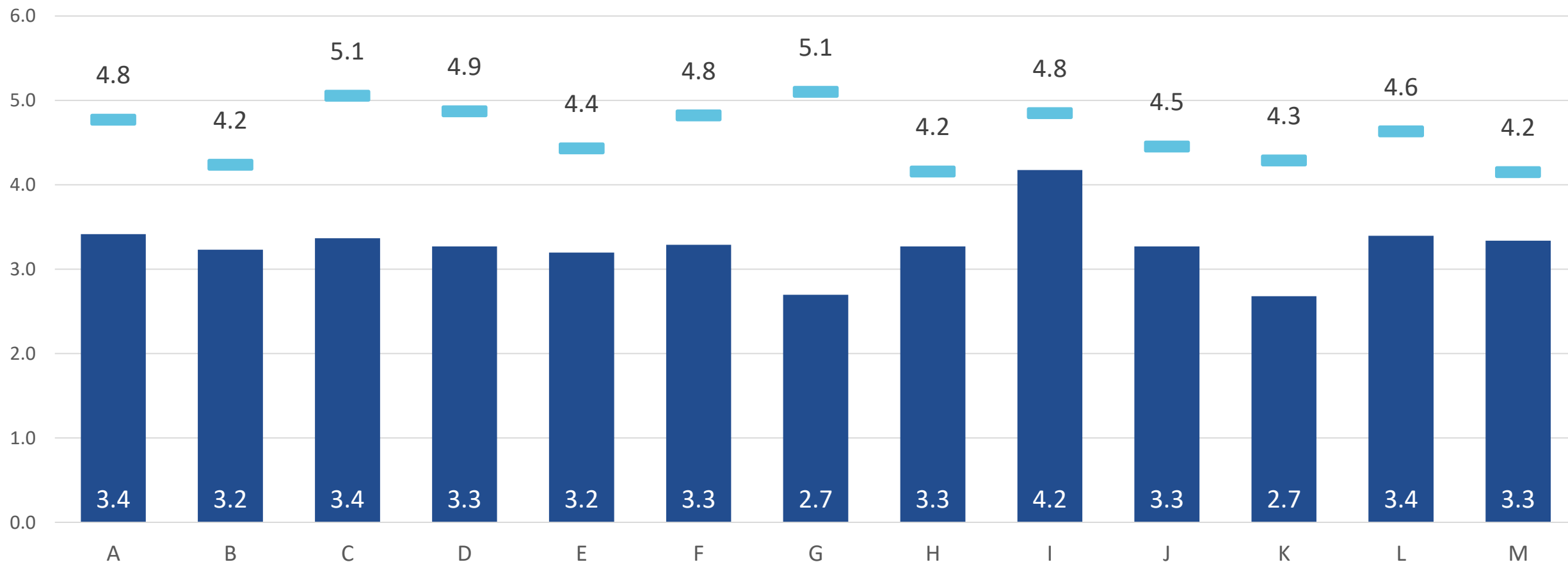■ GS Experience Score　— GS Importance Score

i-graduate

This charts shows the average importance and experience scores for this theme for each of the 13 universities in the Coimbra Group benchmark
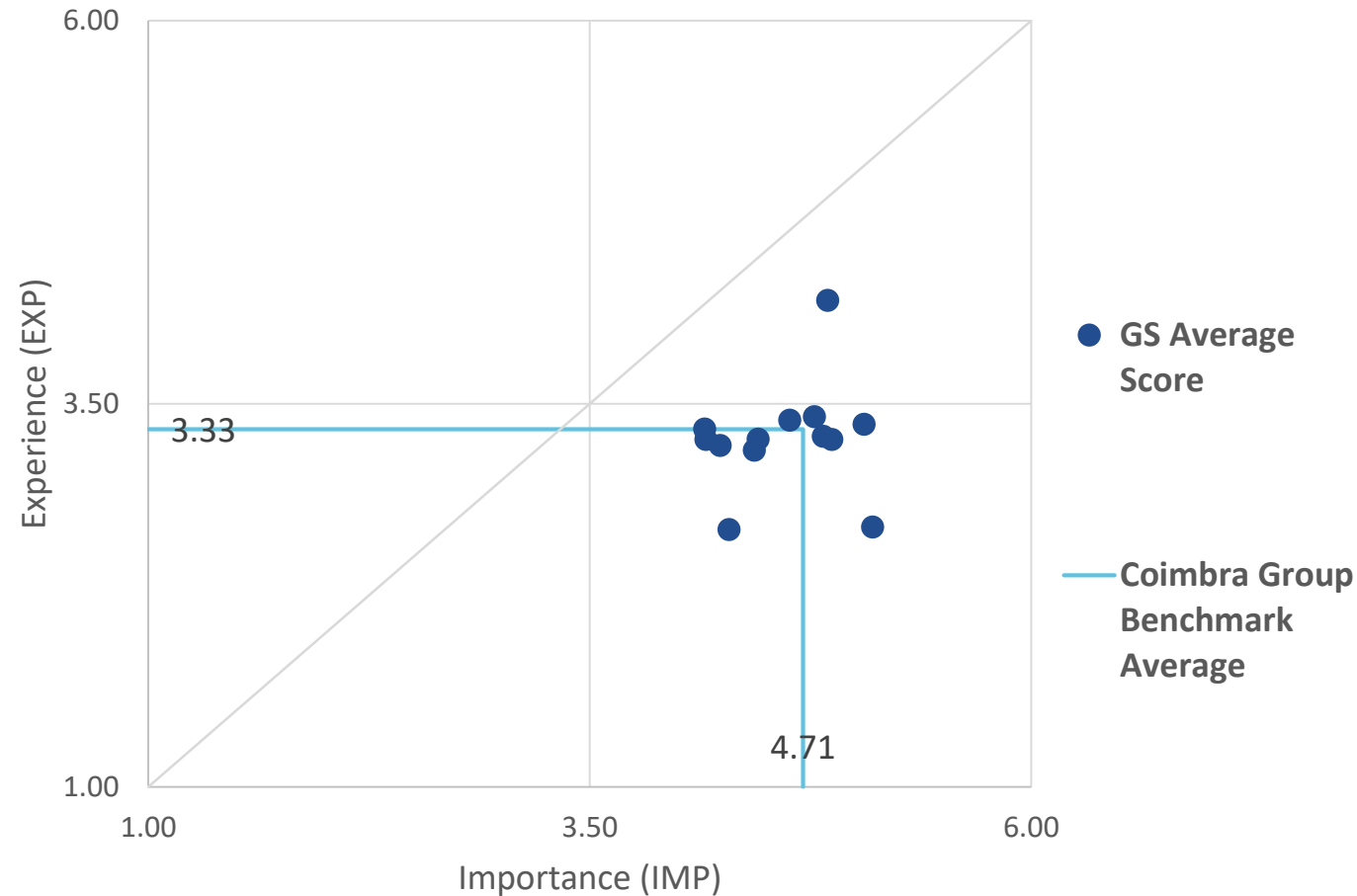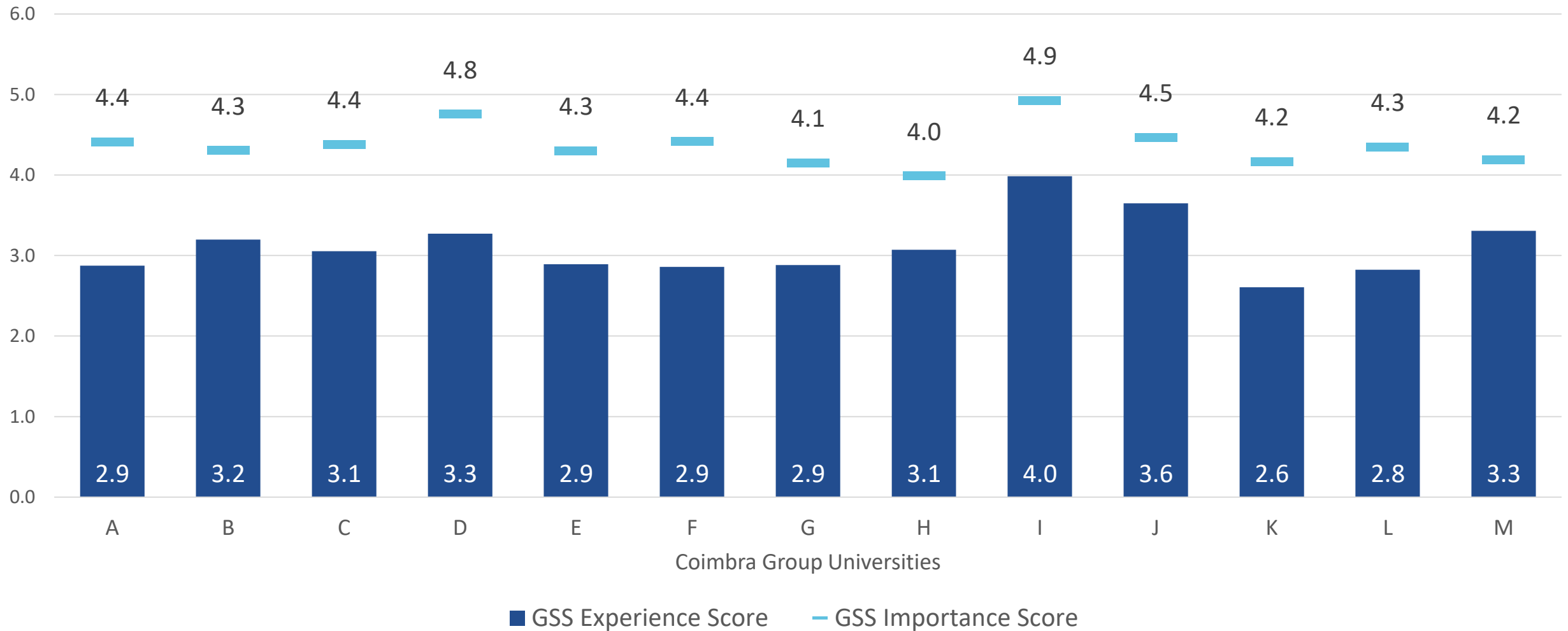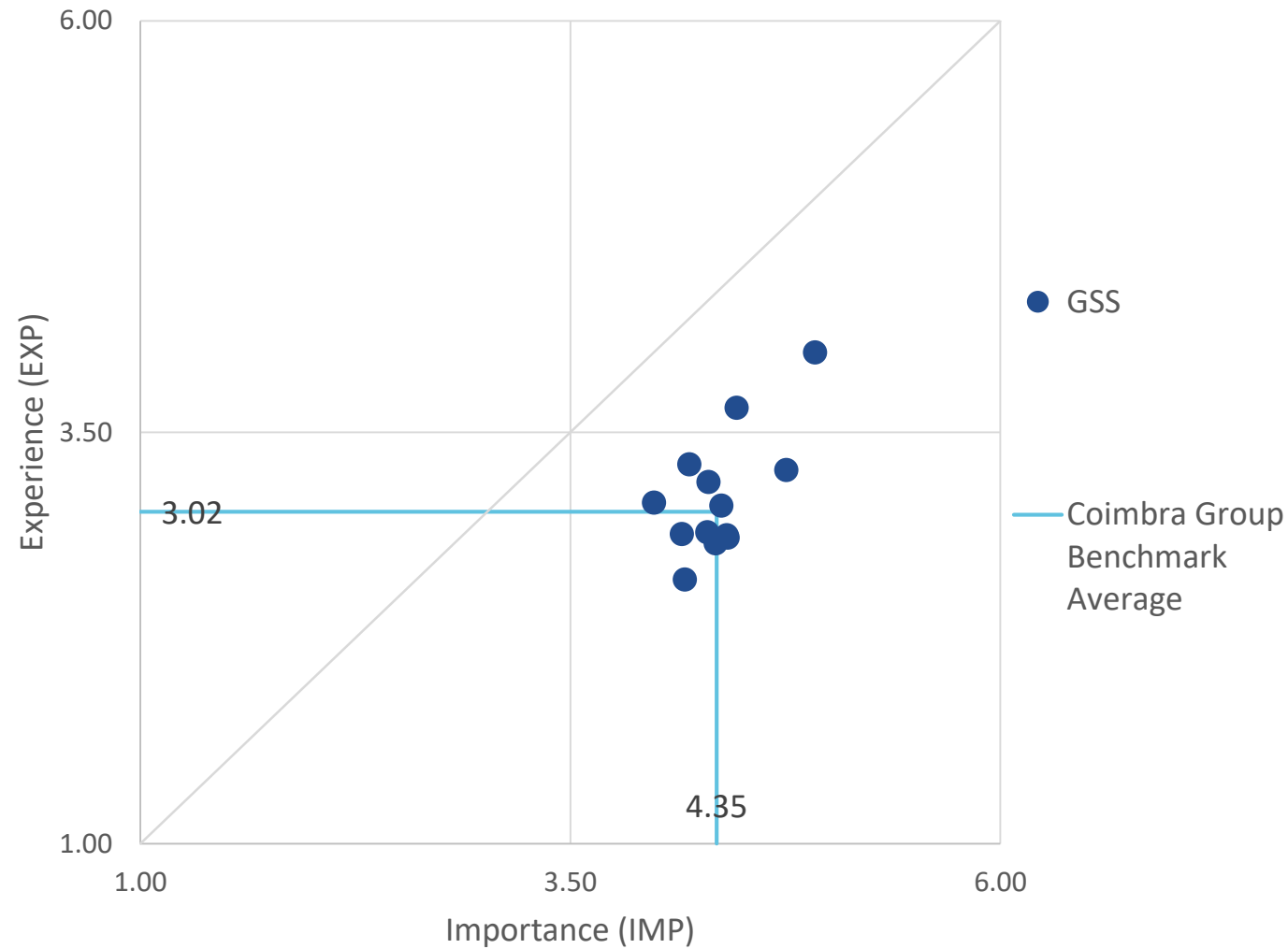
Global Skills Support

Theme Summary (GSS) - Importance & Experience

Global Skills Support (GSS) Average IMP & EXP Score

Coimbra Group Universities

- ■ GSS Experience Score
- — GSS Importance Score

Global Skills Support (GSS)

This charts shows the average importance and experience scores for this theme for each of the 13 universities in the Coimbra Group benchmark
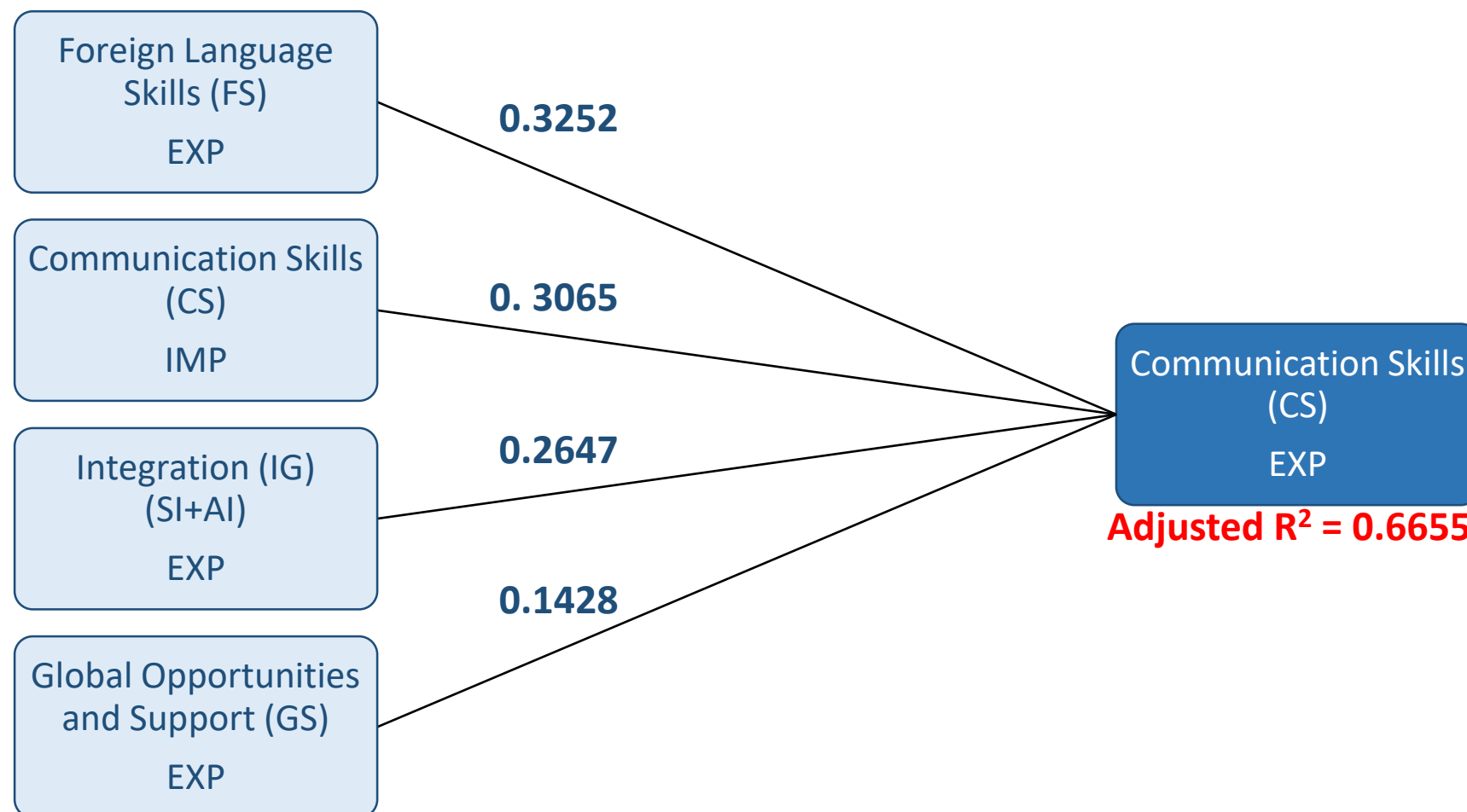
Interpreting GEP data for policy

Illustration 1: Global Graduate Attributes

Intercultural Communication Skills (one Global Graduate attribute)

Intercultural Communication Skills (one Global Graduate attribute)

Foreign Language Skills (FS)
EXP

Communication Skills (CS)
IMP

Integration (IG) (IS+AI)
EXP

Global Opportunities and Support (GS)
EXP

0.1353

0.3861

0.3056

0.2121

Communication Skills (CS)
EXP

Adjusted R^2 = 0.6398
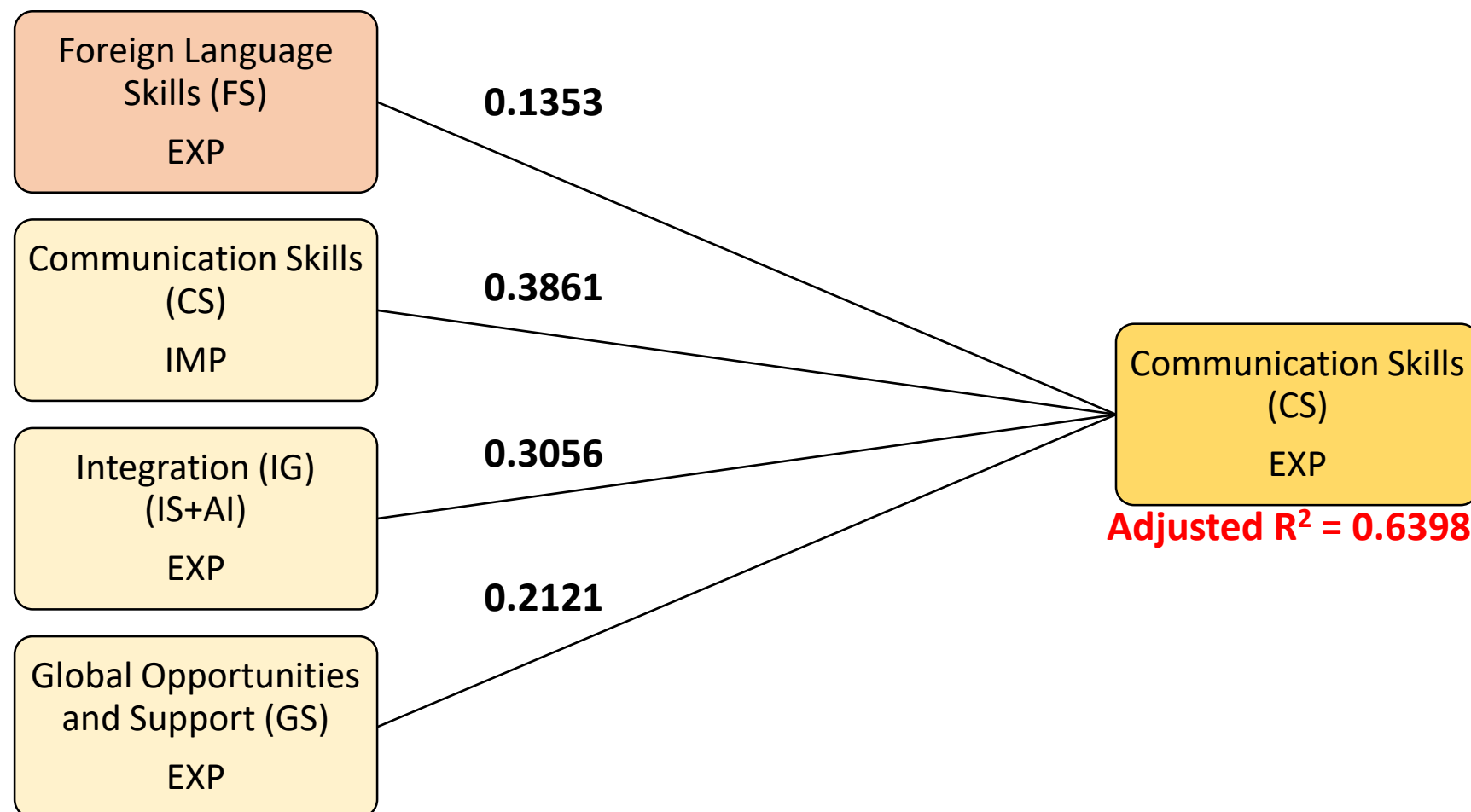
Comparison with GEP Batch 16-17 Dataset

WARWICK
THE UNIVERSITY OF WARWICK

Global Opportunities & Support

GAP Analysis: Global Opportunities and Support (GOS)
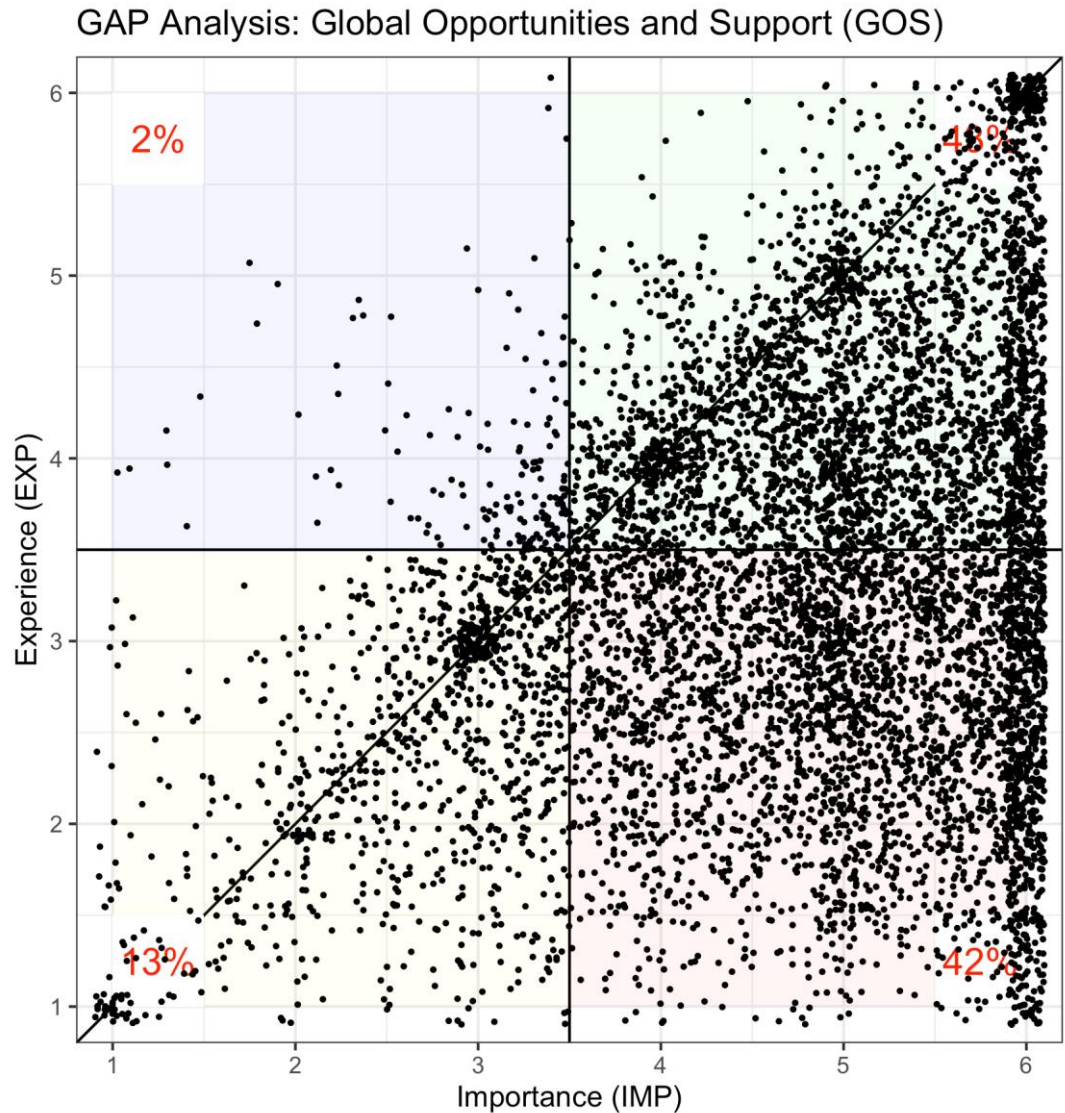
Global Opportunities & Support	
High Importance	85%
High Experience	45%
Gap	-40%

Global Opportunities & Support by sub-construct

Global Opportunities & Support by sub-construct

Global Opportunities

Frequency of Occurrence

2%	62%
8%	27%

Importance

Global Support

Frequency of Occurrence

2%	38%
15%	46%
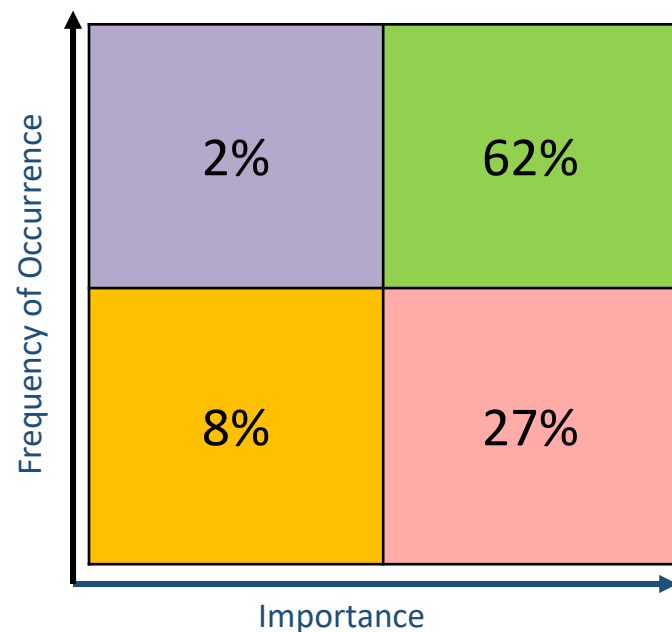
Importance

	Global Opportunities	Global Support
High IMP	89%	84%
High EXP	64%	40%
Gap	-25%	-43%

Global Graduate Attributes

- **Key Findings**
  - Fostered by multiple elements
  - Students attribute great importance to Global Opportunities & Support
  - A large proportion of students feel they are not experiencing it enough.
  - Gap between IMP and EXP is particularly big for Global Support

Global Graduate Attributes

- **Policy implications**
  - A multi-pronged approach is needed; just one initiative will not be enough;
  - Celebrate the fact that students appreciate the importance of Global Opportunities & Support;
  - Keep providing good Global Opportunities & expand them if possible;
  - Develop more Global Support initiatives, so students can understand them better & benefit from them more.

Interpreting GEP data for policy

Illustration 2: Managing a diverse classroom

Integration (Social & Academic)

- **Importance**
  - Well-being
  - Student retention
  - Academic performance
  - Development of Global Graduate attributes

- **Diverse classroom**
  - Relevant to internationalisation at home
  - Offers opportunities to those who cannot go abroad
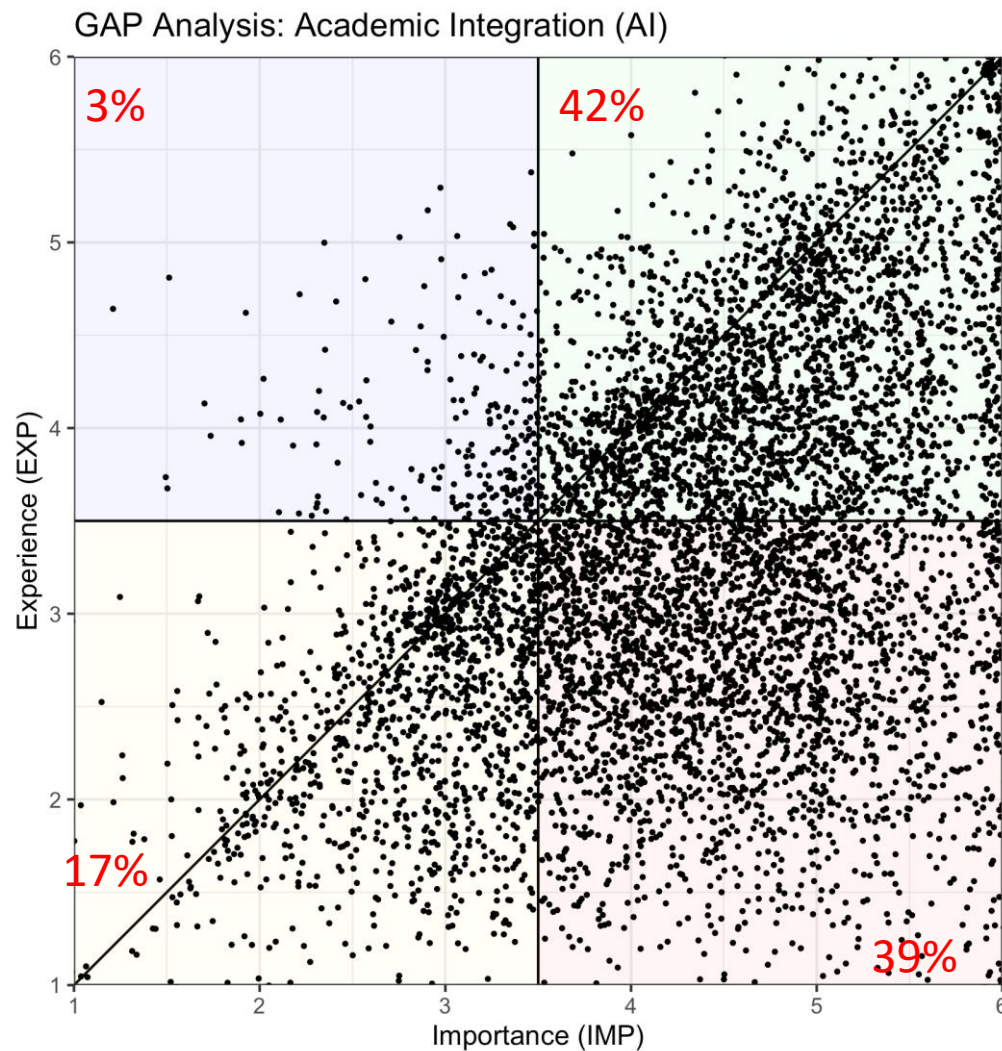
GAP Analysis: Academic Integration (AI)

Academic Integration

Academic Integration	
High Importance	81%
High Experience	45%
Gap	-36%

Academic Integration by Home/Non-Home status

Home
GAP Analysis: Academic Integration (AI)
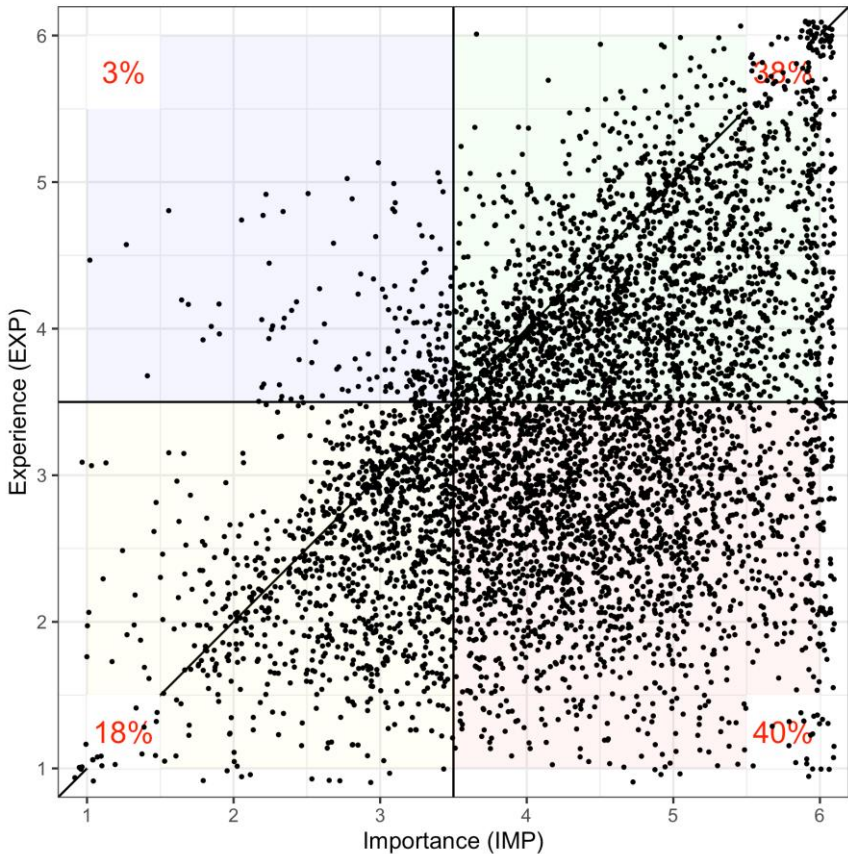
Non-Home
GAP Analysis: Academic Integration (AI)
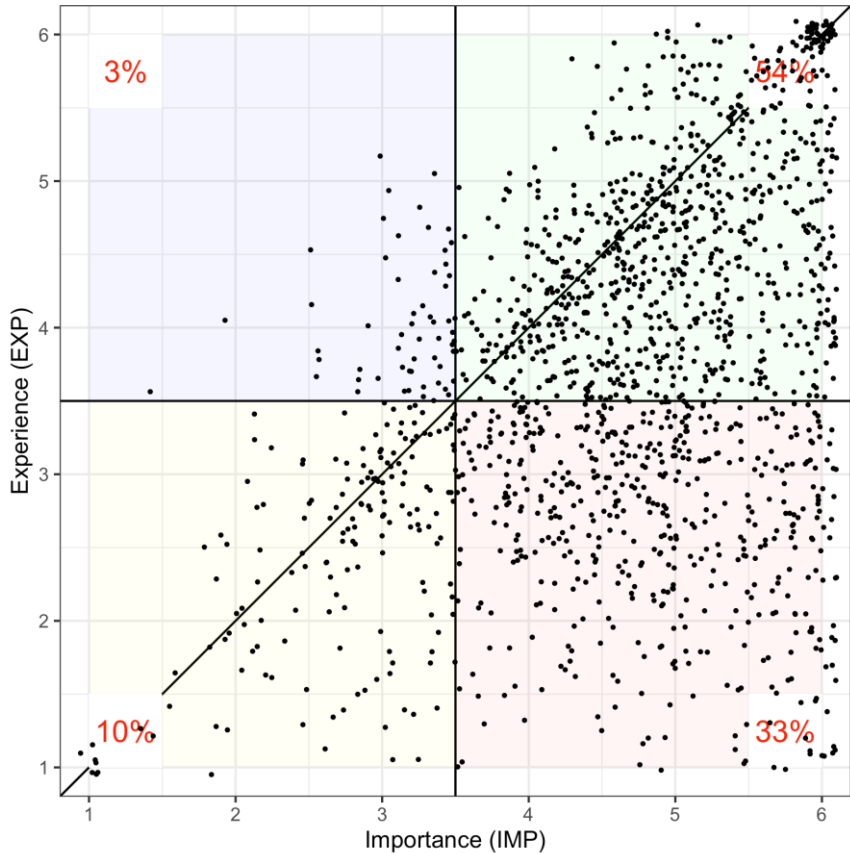
	Home	Non-Home
High IMP	78%	87%
High EXP	41%	57%
Gap	-37%	-30%

Academic Integration by Region (Batch 16-17 dataset)
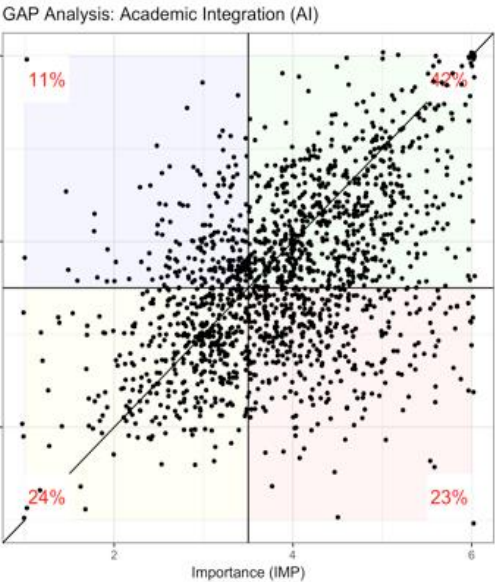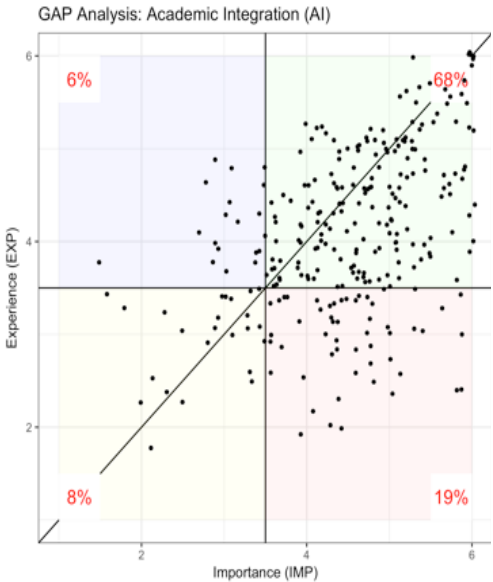
Home
EEA
Asia
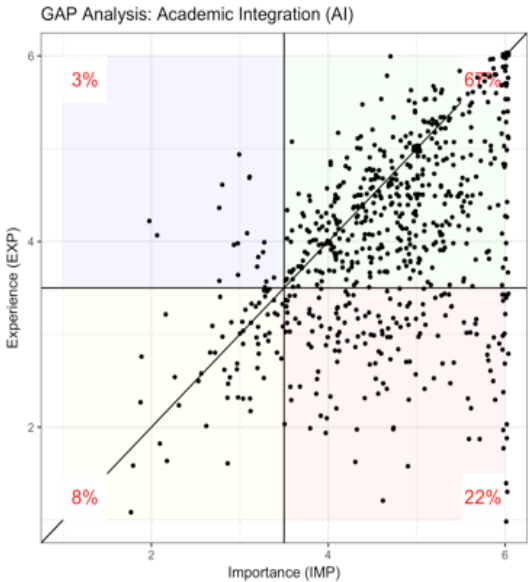
	Home	EEA	Asia
High IMP	65%	87%	89%
High EXP	53%	74%	70%
Gap	-12%	-13%	-19%

Academic Integration: Biggest gaps

4 Items with largest mean IMP/EXP Gap	Mean IMP	Mean IMP /EXP Gap
1. I have good opportunities to discuss academic topics with people from many different cultural backgrounds.	4.50	-1.21
2. I have good opportunities to carry out group projects with people from many different cultural backgrounds.	4.09	-1.17
3. Academic staff encourage me to contribute relevant examples from my background experience to class discussions.	4.16	-1.05
4. I have good opportunities to interact with the academic and administrative staff in my department.	4.55	-1.04

Academic Integration: Explore Open Comments

- **48% feel they are not experiencing enough academic integration**
  - What hindrances to academic integration do they report?

- **22% feel that academic integration is not important**
  - What reasons do they give for this?

Academic Integration: Explore Open Comments

Student Factors

Seminar participation is the single biggest thing I was disappointed by when I came here. I have never been to a seminar where more than 1/4 of people actually gave a damn and would at least once contribute to the discussion. [EEA Male UG]

I often feel uncomfortable voicing opinions in a classroom, but this is nothing to do with culture or ethnicity. I am shy and have had previous negative experience elsewhere of my opinions being criticised and dismissed in group discussion. [Home Male UG]

Examples from GEP Batch 16-17 Dataset

WARWICK
THE UNIVERSITY OF WARWICK

Academic Integration: Explore Open Comments

Staff Factors (Examples)

Lecturers often seem bemused as to how to engage international students who are sat silently in the corner. [Home Male UG]

Class sizes are big and workshop leaders don't necessarily build relationships with students. [Home Female UG]

I do get to meet a diverse group of people on my course, but in terms of feeling comfortable enough to participate my department are terrible at making students feel comfortable enough to do so. If anything, they make it worse by making you feel like you aren't clever enough to participate - it's a huge downfall of this uni. [Home Male UG]

WARWICK
THE UNIVERSITY OF WARWICK

Examples from GEP Batch 16-17 Dataset

Correlations between AI, SEC & TES

	ai_imp	ai_exp	sec_imp	sec_eoh	tes_imp	tes_eoh
ai_imp						
ai_exp	0.162					
sec_imp	0.208	0.479				
sec_eoh	-0.046	0.559*	0.507			
tes_imp	0.388	0.440	0.884**	0.568*		
tes_eoh	0.209	0.560*	0.560*	0.890**	0.624*	

Student Engagement in Class
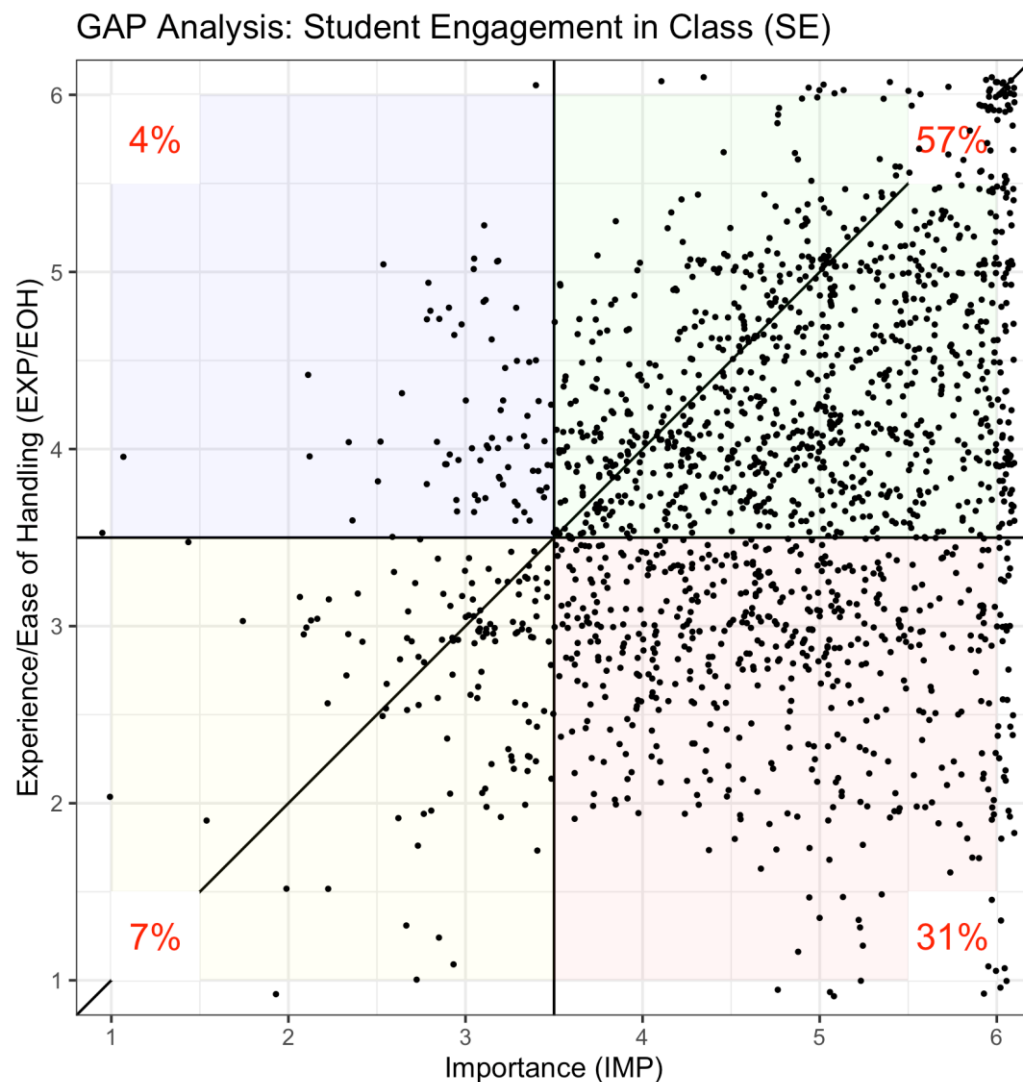
GAP Analysis: Student Engagement in Class (SE)

Student Engagement in Class	
High Importance	88%
High Ease of Handling	61%
Gap	-27%

Teacher Engagement with Students

GAP Analysis: Teacher Engagement with Students (TE)
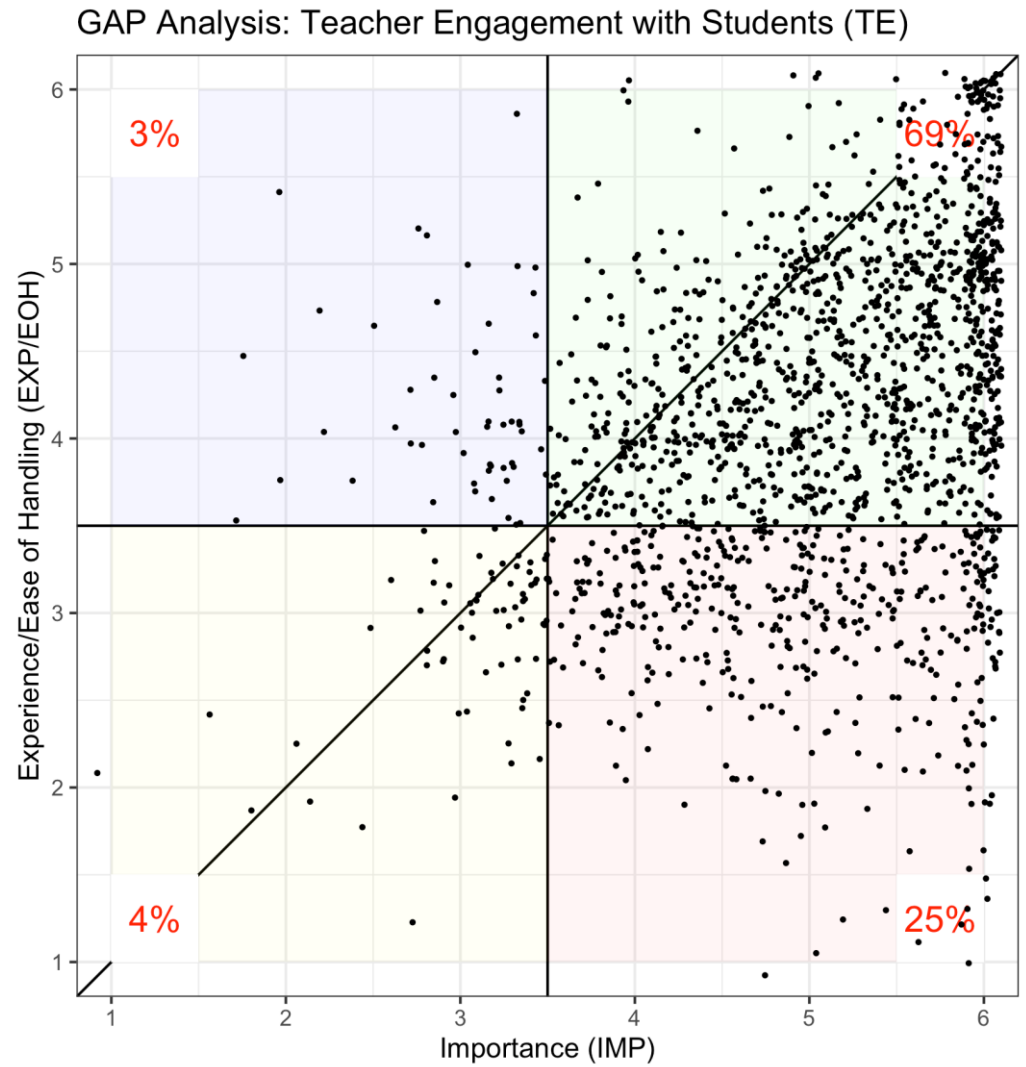
Teacher Engagement with students	
High Importance	94%
High Ease of Handling	72%
Gap	-22%

Comparison of Student & Staff Perspectives

Academic Integration	
High Importance	81%
High Experience	45%
Gap	-36%

	Teacher Engagement with students	Student Engagement in Class
High IMP	94%	88%
High Ease of Handling	72%	61%
Gap	-22%	-27%

Managing a Diverse Classroom

Key Findings (GEP Student)

- Plays a key role in fostering Global Graduate attributes
- Students, both Home & Non-Home, attribute great importance to Academic Integration
- A large proportion of students, both Home & Non-Home, feel they are not experiencing it enough.
- Item analysis indicates that the biggest IMP/EXP gaps refer to opportunities to work & interact with people from diverse backgrounds.
- [Previous] Open comment analyses indicate that student & staff behaviour & personality factors are identified.

Managing a Diverse Classroom

- **Key Findings (GEP Staff)**
  - Staff attribute great importance to student engagement in class, but over ¼ find it challenging to handle;
  - Staff attribute very great importance to engaging well with students, but around ¼ find it challenging to handle;
  - Open comments may throw more light on the challenges they feel they face.

Managing a Diverse Classroom

- **Policy implications**
  - Academic integration needs to be included in policy initiatives;
  - Celebrate the fact that many students appreciate the importance of Academic Integration;
  - Training:
    - Develop more resources for students to promote better interaction & communication in the classroom;
    - Develop more resources for staff to give them more confidence & wider repertoire of techniques for managing a diverse classroom.

Appendix – Student Questionnaire

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.

Terminology in Questionnaire
I have good opportunities to socialise with people from many different cultural backgrounds.
I have supportive friends from other cultural backgrounds.
I have joined one or more activity groups where people from many different cultural backgrounds do things together.
I spend time socialising with people from many different cultural backgrounds.
In my accommodation I can easily meet people from different cultural backgrounds.
I regularly take part in events that bring students together from diverse cultural backgrounds.
I feel a sense of belonging to the university.
I have good opportunities to experience the local culture.
Students from my home country are happy for me to make friends with people from different cultural backgrounds.
There is a wide range of student nationalities at this university and people mix well with each other.

How would you rate the following statements related to your everyday life?

Terminology in Questionnaire
I have good opportunities on my course to meet people from many different cultural backgrounds.
I have good opportunities to discuss academic topics with people from many different cultural backgrounds.
In lectures and seminars, I regularly sit next to people from different cultural backgrounds.
I have good opportunities to carry out group projects with people from many different cultural backgrounds.
I have confidence in members of my seminar groups, irrespective of their language or cultural background.
I learn a lot from working in groups on my course.
In classroom activities, I feel able to participate comfortably.
The academic and administrative staff in my department are from many different cultural backgrounds.
I have good opportunities to interact with the academic and administrative staff in my department.
Academic staff encourage me to contribute relevant examples from my background experience to class discussions.

How would you rate the following statements related to your academic life?

i-graduate

Terminology in Questionnaire
I have good opportunities to observe and learn about people's different styles of communicating
I am learning how to speak in different ways in different contexts
I am improving my skills in communicating with people who speak less fluently than me
I am developing awareness of my own preferred styles of communication
I am developing the communication skills I need for working in global contexts
I regularly use words and phrases from at least two different languages
I am getting better at understanding a wide range of different accents
I am getting better at explaining my ideas clearly to others
If I don't understand what someone says, I find ways of clarifying what they mean
I am developing awareness of the different gestures people use to convey meaning

How would you rate the following statements related to your communication skills?

Terminology in Questionnaire
I have good opportunities to observe and learn about people's different styles of communicating
I am learning how to speak in different ways in different contexts
I am improving my skills in communicating with people who speak less fluently than me
I am developing awareness of my own preferred styles of communication
I am developing the communication skills I need for working in global contexts
I regularly use words and phrases from at least two different languages
I am getting better at understanding a wide range of different accents
I am getting better at explaining my ideas clearly to others
If I don't understand what someone says, I find ways of clarifying what they mean
I am developing awareness of the different gestures people use to convey meaning

How would you rate the following statements related to your foreign language skills development?

Terminology in Questionnaire
The university offers many different types of opportunities for developing my intercultural skills.
People have explained to me what 'intercultural skills' are and why they are important for my future.
There are good opportunities to participate in volunteer activities during my course.
There are good opportunities to study abroad during my course.
There are good opportunities to undertake a work placement during my course.
The university's career services help me in developing the intercultural skills I need to work in a global context.
Teaching staff help me in developing the intercultural skills I need to work in a global context.
I understand what intercultural skills I need to develop in order to become a competent 'global graduate'.
My experiences on my course are helping me develop the intercultural skills needed for working in global contexts.
My overall experiences at this university are helping me develop the intercultural skills I need to become a competent 'global graduate'.

How would you rate the following statements related to your opportunities to develop as a 'global graduate'?

Appendix – Staff Questionnaire

Global Curriculum (GC)

Terminology in Questionnaire
Finding teaching examples that are meaningful to students from different countries
Challenging students with new/unfamiliar experiences, e.g. through IT link-ups with students in other countries
Encouraging students to share relevant experiences related to the course
Helping students to critically reflect on their new/unfamiliar experiences
Fostering the transferable skills that students need for a global career
Including global/intercultural facets in course assessment
Helping students understand the marking scale used in the institution

Measures used: 'Importance to me' and 'Ease of handling'
Asked of Academic / Teaching staff only

Terminology in Questionnaire
Building good rapport with students from different backgrounds (e.g. different nationalities, ethnicities, religious beliefs, etc.)
Managing the dominance/silence of student contributions to group discussions
Adjusting my language to suit the proficiency level of my students
Following the thoughts/ideas of students from different backgrounds
Helping students work well together in culturally mixed groups

Measures used: 'Importance to me' and 'Ease of handling'
Asked of Academic / Teaching staff only

Student engagement in class (SEC)

Terminology in Questionnaire
Students responding actively to any questions I ask in class, whatever their language/cultural background
Students rarely talking with friends in class in a language that others don't understand
Students regularly mixing well across different cultural groupings, e.g. sitting next to people from different backgrounds
Students regularly engaging actively in my classes, whatever their language/cultural background
Students from diverse backgrounds regularly collaborating well in group work

Measures used: 'Importance to me' and 'Ease of handling'
Asked of Academic / Teaching staff only

International collaborative knowledge (ICK)

Terminology in Questionnaire
Following my organisation's international strategy
Understanding how different processes and systems operate in partner organisations
Understanding the contextual factors that influence how partner organisations operate
Being able to liaise easily with staff in partner organisations when needed
Applying new insights from international projects into my work

Measures used: 'Importance to me' and 'Ease of handling'
Asked of both Academic / Teaching staff and Professional Support staff

Terminology in Questionnaire
Spending time to get to know them socially
Understanding their aims for the collaboration
Finding out about their preferred ways of doing things
Understanding the constraints they are working under
Understanding how decisions are made

Measures used: 'Importance to me' and 'Ease of handling'
Asked of both Academic / Teaching staff and Professional Support staff

Personal Global Strengths (PGS)

Terminology in Questionnaire
Dealing with ambiguity and uncertainty without getting stressed or annoyed
Moving outside my comfort zones in what I do or say
Handling conflict in culturally sensitive ways
Adjusting to changes that affect me
Paying attention to other people's preferred ways of doing things

Measures used: 'Importance to me' and 'Ease of handling'
Asked of both Academic / Teaching staff and Professional Support staff

Global communication skills (GCS)

Terminology in Questionnaire
Noticing different styles of communication (e.g. direct/indirect; assertive/laid-back; formal/informal)
Adjusting my use of language to other people's level of fluency
Double-checking meanings if I am uncertain what is meant
Helping people join in a discussion if they are having difficulty participating
Being aware of my own preferred styles of communication (e.g. direct/indirect; assertive/laid-back; formal/informal)

Measures used: 'Importance to me' and 'Ease of handling'
Asked of both Academic / Teaching staff and Professional Support staff

Terminology in Questionnaire
Understanding what 'intercultural skills' are
Being trained to work effectively with people from different cultural backgrounds
Knowing how cultural sensitivity is relevant for both staff and students
My organisation runs effective training courses on managing diversity
My organisation values the development of my 'intercultural/global skills'

Measures used: 'Importance to me' and 'My Actual Experience'
Asked of both Academic / Teaching staff and Professional Support staff

Foreign language skills development (FLS)

Terminology in Questionnaire
My organisation provides good opportunities for me to learn a foreign language
Trying to learn words and phrases when talking with people who speak a foreign language
Trying to greet colleagues and international visitors in their own language
Receiving helpful tips on strategies for foreign language learning
Improving my foreign language learning skills

Measures used: 'Importance to me' and 'My Actual Experience'
Asked of both Academic / Teaching staff and Professional Support staff

Identification (ID)

Terminology in Questionnaire
Feeling a sense of belonging to my organisation
Feeling my contribution to my organisation is valued
My opinions matter to my organisation
Enjoying working for my organisation
My organisation cares about my well-being at work

Measures used: 'Importance to me' and 'My Actual Experience'
Asked of both Academic / Teaching staff and Professional Support staff

Integration (INT)

Terminology in Questionnaire
As a new staff member, being helped to settle in well
My organisation provides good facilities for staff to socialise
Being familiar with procedures associated with my work
Having good collegial relations with people from different parts of my organisation
Having colleagues with whom I can talk about challenges I face

Measures used: 'Importance to me' and 'My Actual Experience'
Asked of both Academic / Teaching staff and Professional Support staff

Class composition (CC)

Terminology in Questionnaire
Having a wide range of nationalities
Having a good mix of home students and students from other countries
Having a suitable number of students in the classroom for the session's learning objectives
Having an even mix of male and female students
Opportunities for students to discuss academic topics with peers from many different cultural backgrounds

Measures used: 'Importance to me' and 'My Actual Experience'
Asked of Academic / Teaching staff only

Building relations in my organisation (BRO)

Terminology in Questionnaire
Building good rapport with students or staff from different backgrounds (e.g. different nationalities, ethnicities, religious beliefs, etc.)
Explaining work-related procedures to students or staff when they are confused by them
When people from different backgrounds seem to have acted rudely, exploring the possible reasons
Chatting informally with students and staff when opportunities arise
When someone seems particularly negative about their experiences, trying to understand why
Building good rapport with students or staff from different backgrounds (e.g. different nationalities, ethnicities, religious beliefs, etc.)
Explaining work-related procedures to students or staff when they are confused by them

Measures used: 'Importance to me' and 'Ease of handling'
Asked of Professional Support staff only