Internationalisation and the Development of Global Graduates

WARWICK

APPLIED LINGUISTICS

Helen Spencer-Oatey

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Key themes

- What are employers looking for?

- Is the diversity of staff & students helping foster 'global graduates'?

- How can we know?

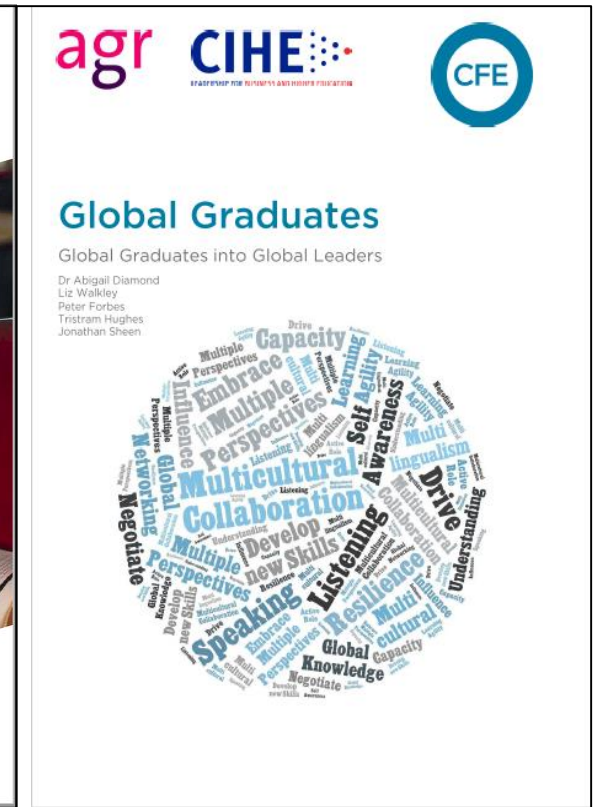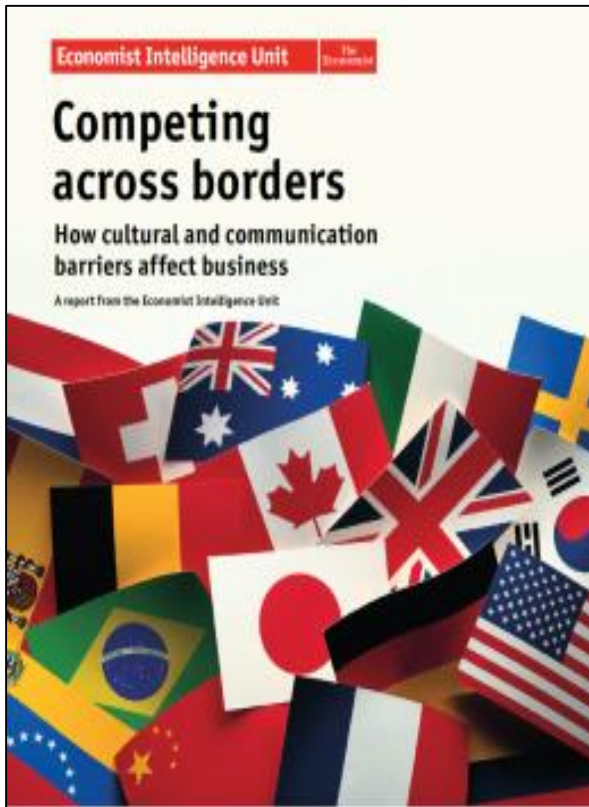- How can we plan strategically with a good evidence base?

Employer Perspectives on 'Global graduates'

Employer perspectives

Employer perspectives

EIU Report (2012) *Competing across Borders*

- Survey completed by 572 executives from companies with either an international presence or plans for international expansion;

- In-depth interviews with 8 independent experts/executives from around the world.
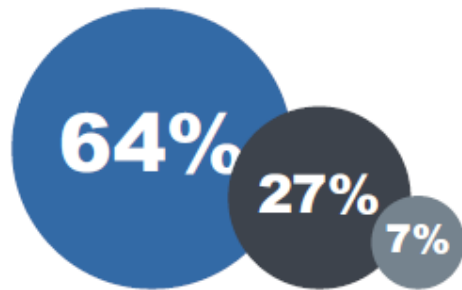
Employer perspectives
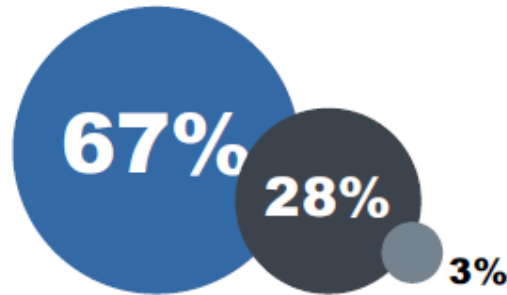

Chart 5

Q Please state the extent to which you agree or disagree with the following statements:
(% respondents)

● Strongly agree/agree   ● Neutral   ● Disagree/strongly disagree

64% **27%** **7%**
Better cross-border collaboration has been a critical factor in the improvement of our organisation's performance in the past three years

67% **28%** **3%**
The multicultural nature of cross-border teams breeds innovation
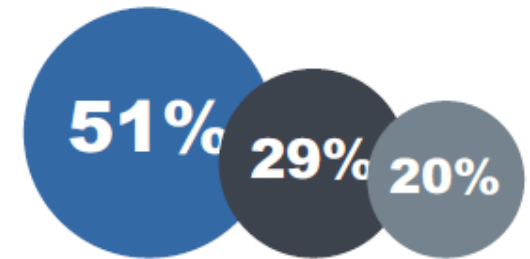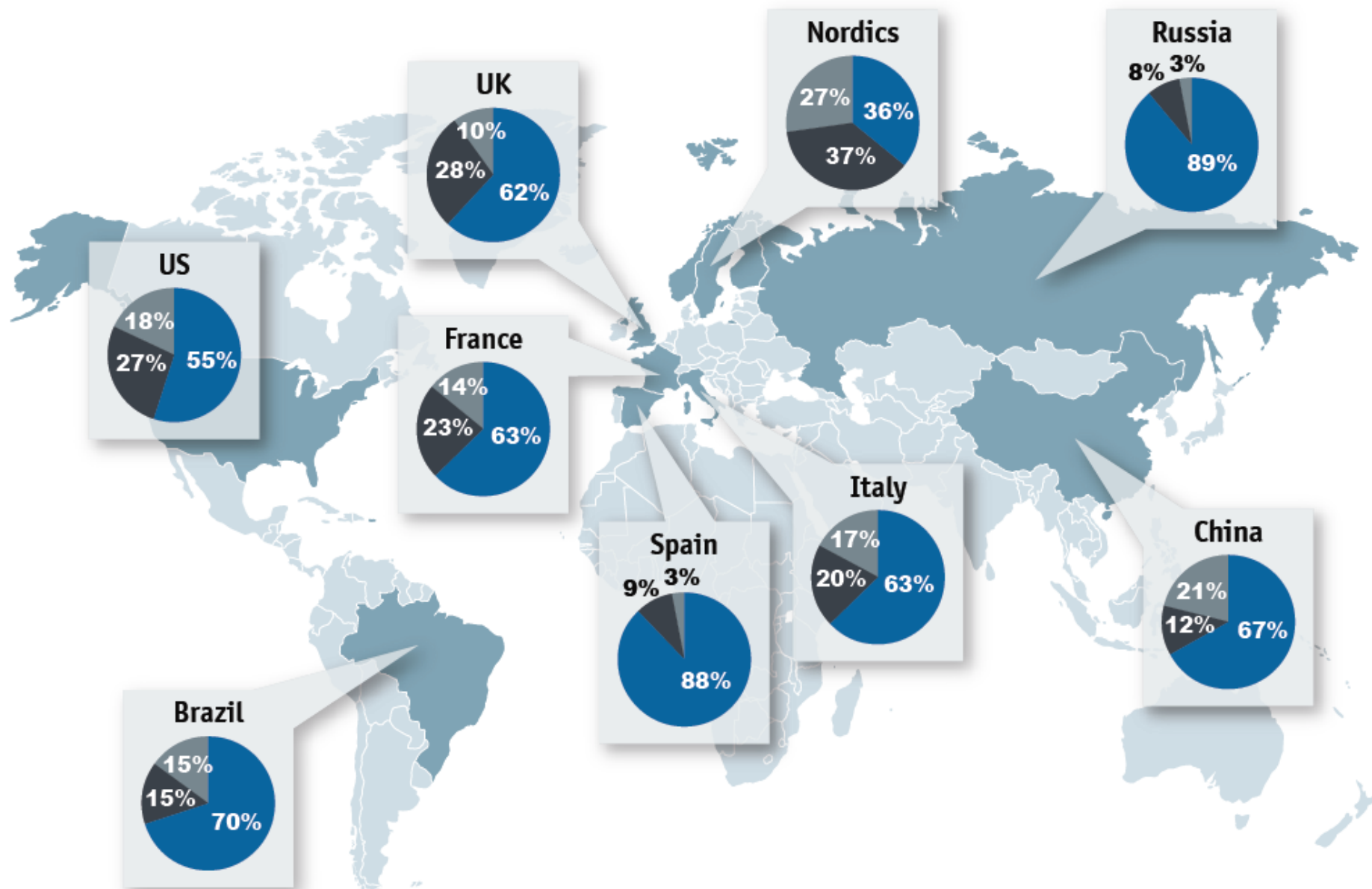
51% **29%** **20%**
Cultural and linguistic diversity can make it difficult to collaborate internally across borders and with our external partners

Chart 12

Q 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
10%
28%
62%

Nordics
27%
37%
36%

Russia
8% 3%
89%

US
18%
27%
55%

France
14%
23%
63%

Spain
9% 3%
88%

Italy
17%
20%
63%

China
21%
12%
67%

Brazil
15%
15%
70%

Introduction: 2 Key EIU findings

1. Organisations with international ambitions increasingly expect prospective employees to be fluent in key foreign languages;

2. Misunderstandings rooted in cultural differences present the greatest obstacle to productive cross-border collaboration.
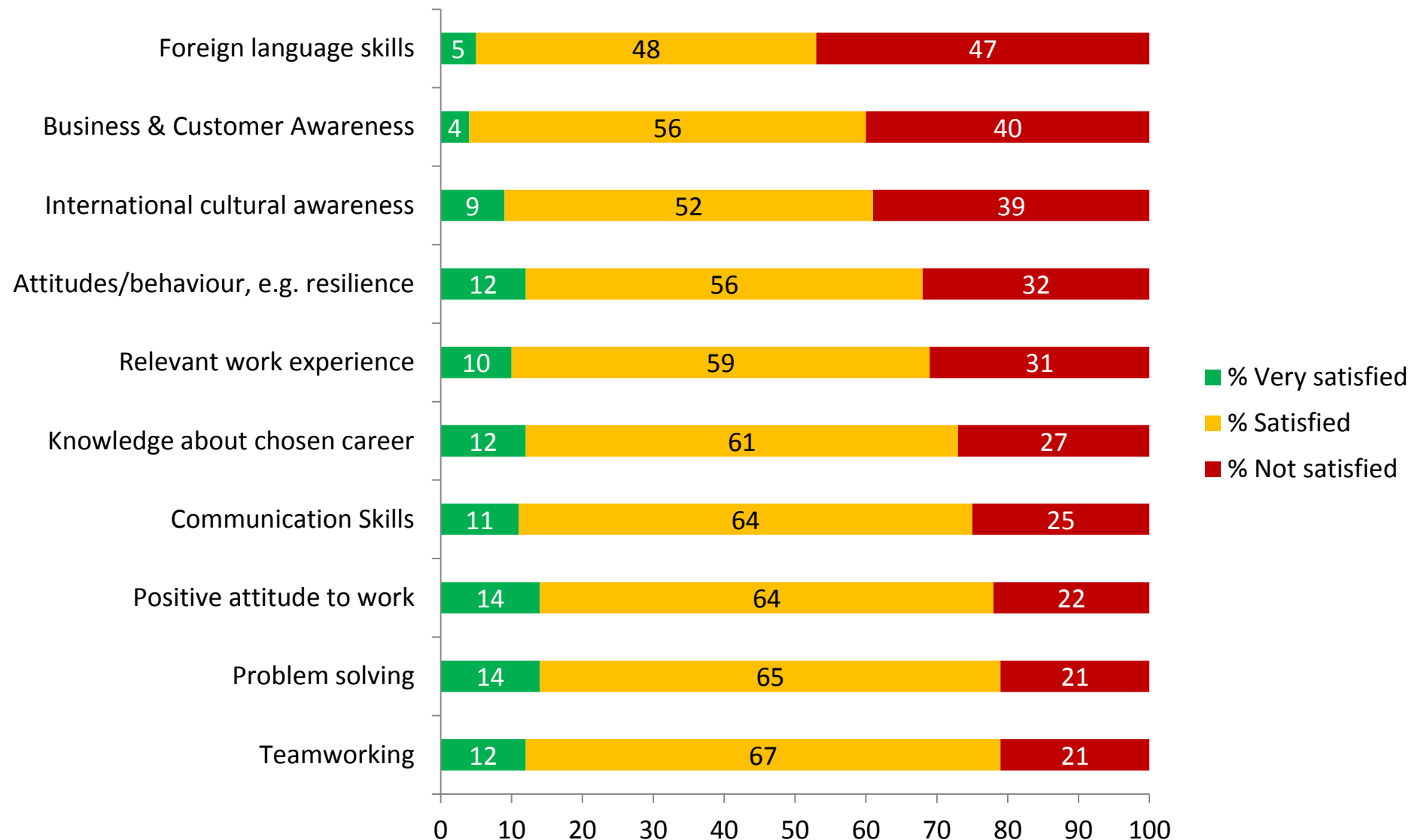
CBI/Pearson Education & Skills Survey 2017

Internationalisation and 'Global graduate' skills

True or false?

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

True or false?

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

True or false?

C. Student satisfaction is an indicator of successful internationalisation.

Internationalisation Ranking Criteria

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	✓	✓	✓

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 <u>inclusion of international students in communities and classes</u>."

British Council

Integration of international students:
A UK perspective

2014

Internationalisation & integration

➢ **Why is integration important for fostering 'global graduate' skills & qualities?**

■ For the answer, we need to understand how growth in intercultural competence takes place.

Contexts for Growth → Routes to Growth → Manifestations of Growth

Global PAD Growth Model

MOTIVATION/ ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS

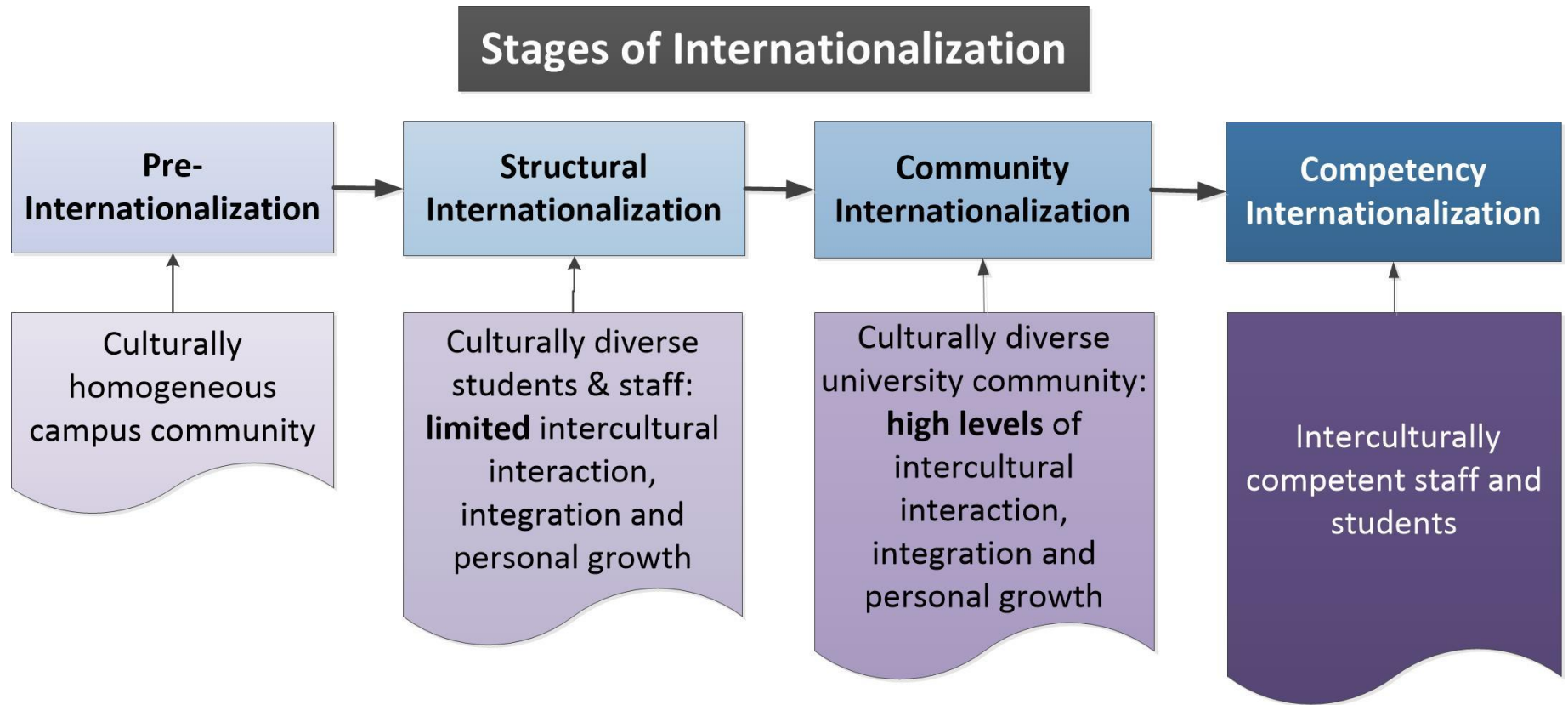IC RAPPORT SKILLS

IC KNOWLEDGE

IC QUALITIES

Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

Many types of opportunities; e.g.

- Study abroad

- Volunteering

- Work placements …

- Mixing with people from diverse backgrounds, socially and academically, is a very important element. i.e. **student integration**

Stages of Internationalising HEIs

Stages of Internationalization

Pre-Internationalization	Structural Internationalization	Community Internationalization	Competency Internationalization

Culturally homogeneous campus community

Culturally diverse students & staff: **limited** intercultural interaction, integration and personal growth

Culturally diverse university community: **high levels** of intercultural interaction, integration and personal growth

Interculturally competent staff and students

Internationalisation & integration

Experiencing difference

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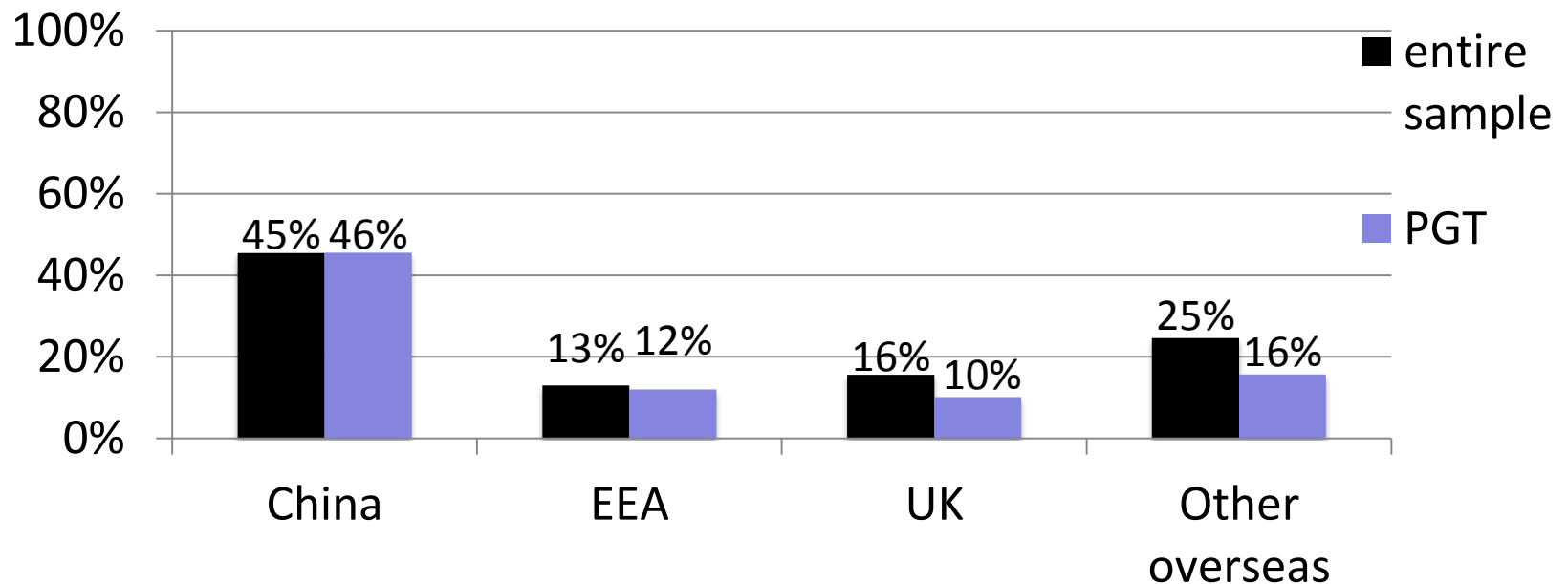
Social mixing (Warwick ISB/SB)

▶ Satisfaction with making friends
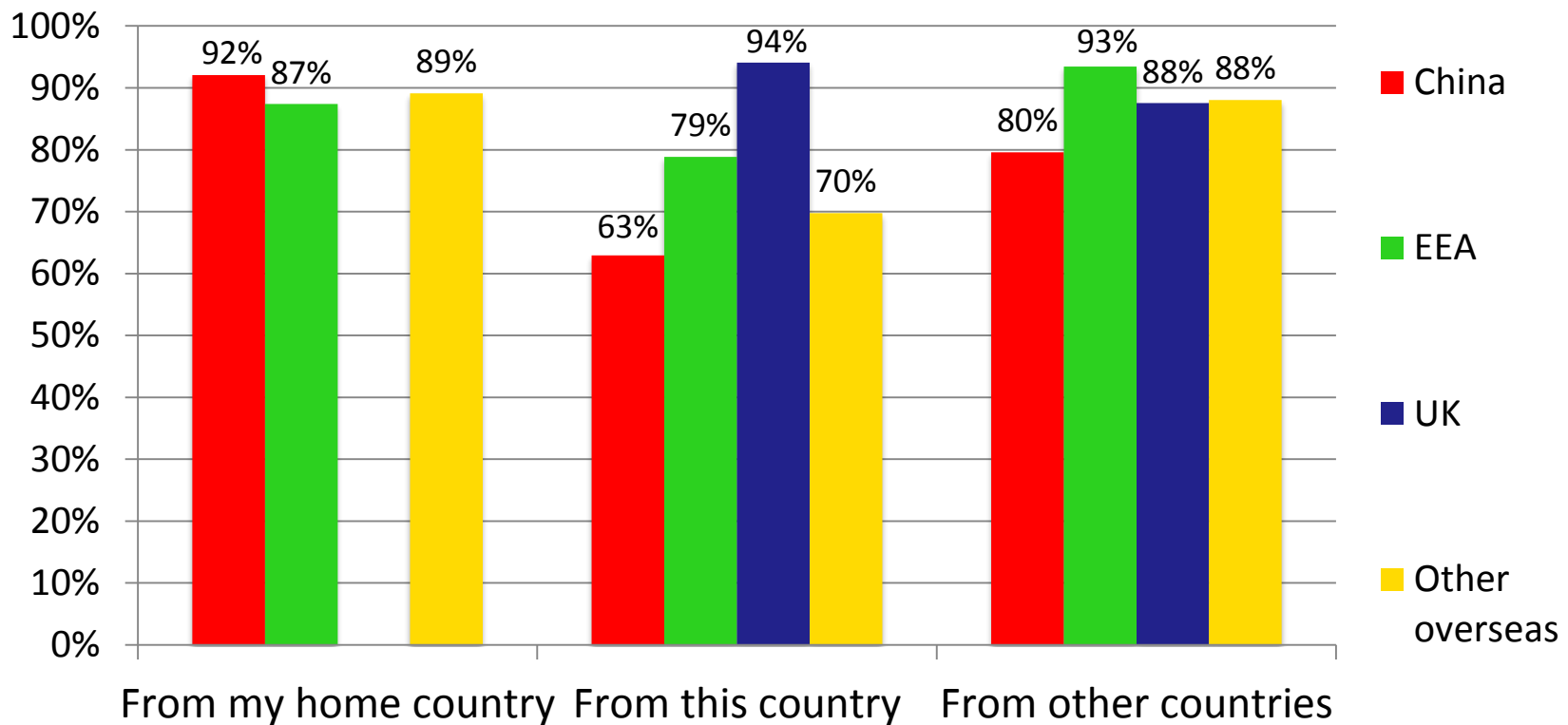
Social mixing (Warwick ISB/SB)
(additional item)

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

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 (GE-P)** to help probe a range of aspects, each in greater depth than the ISB/SB.

▪ Now licensed to i-Graduate.

Measuring internationalisation

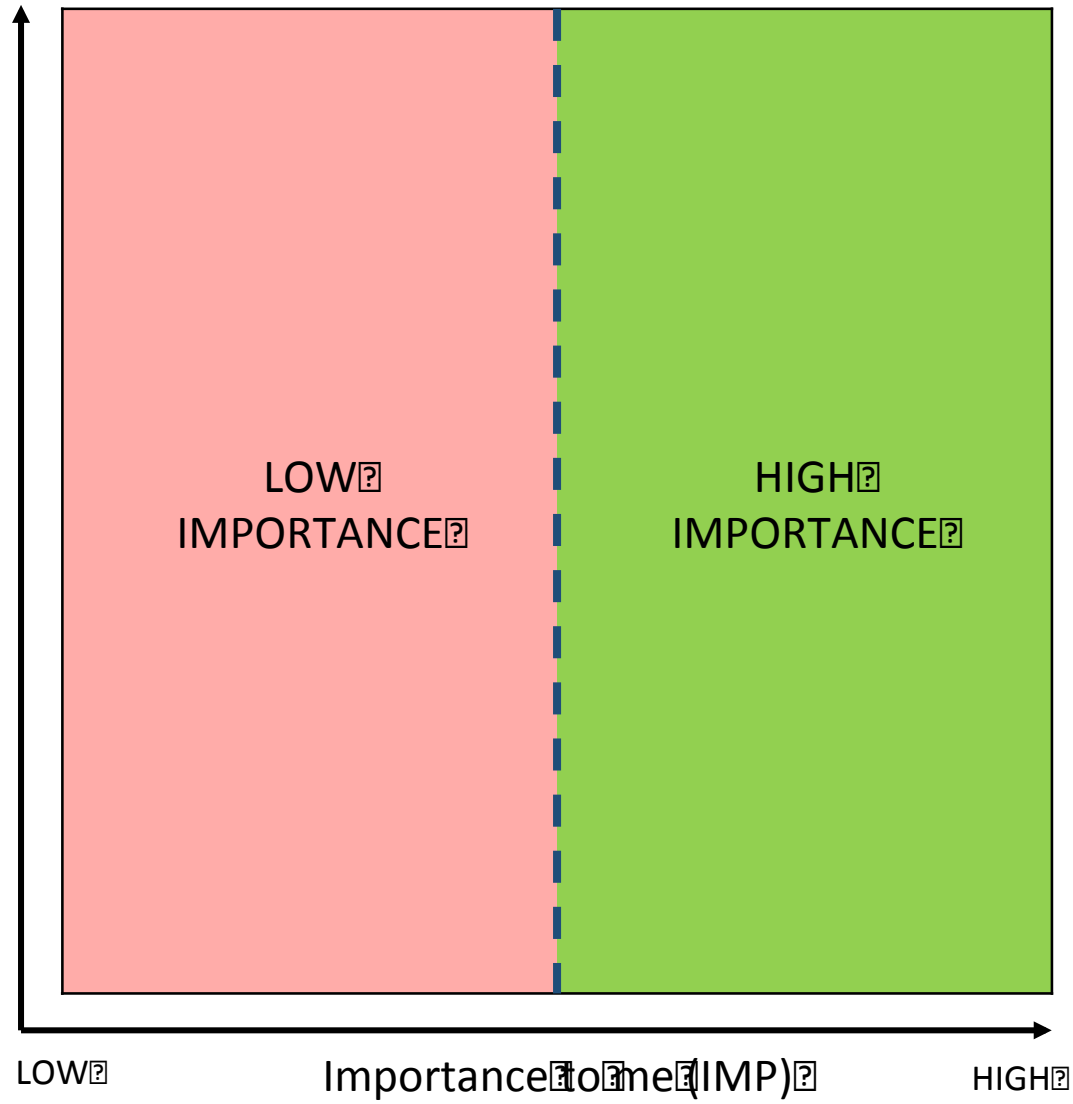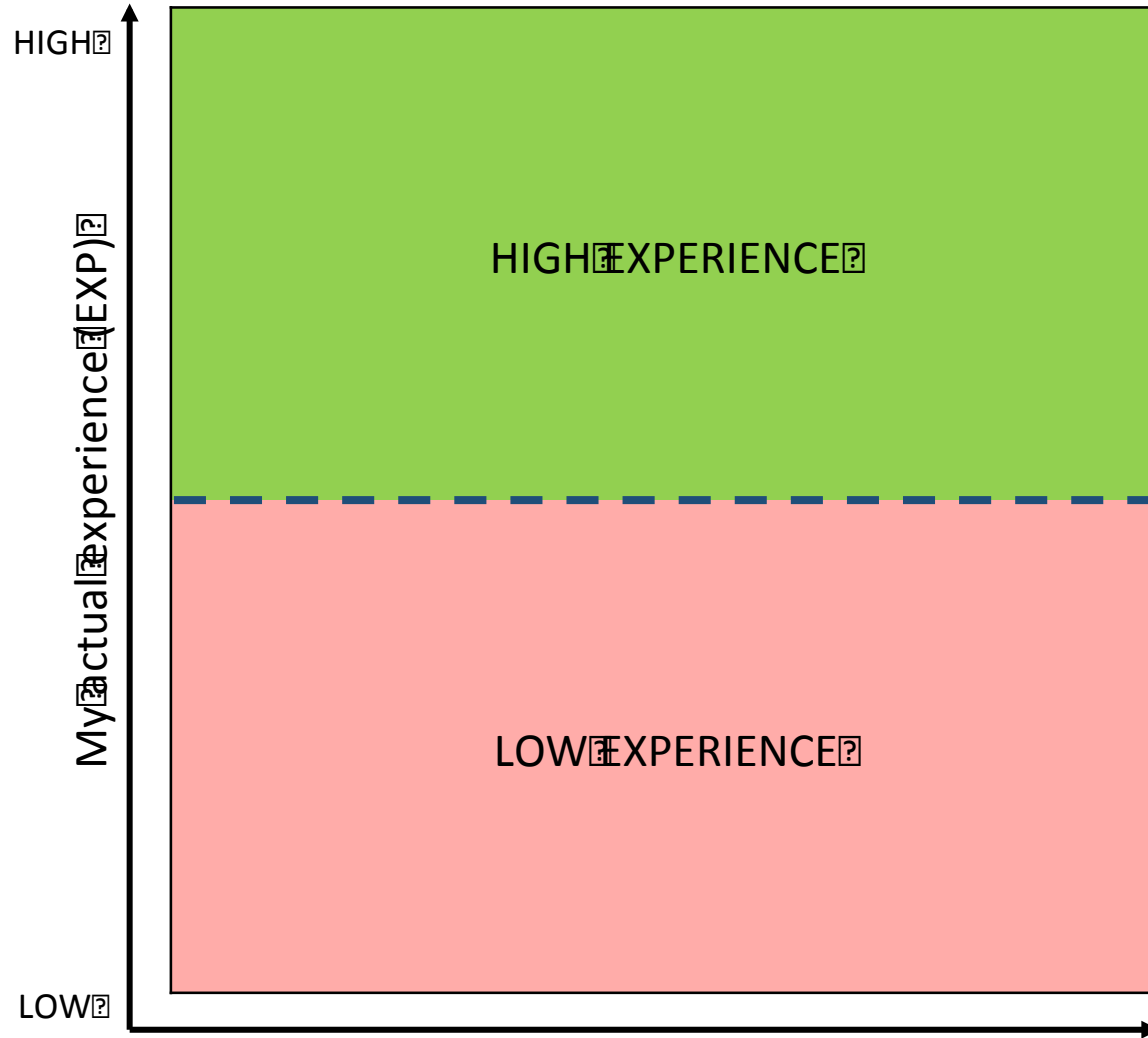|	Traditional	GE-P
Composition: International students	✓	
Composition: International staff	✓	
Incoming & outgoing student mobility	✓	
International student support	✓	
International joint projects	✓	
Social integration		✓
Academic integration		✓
Communication skills		✓
Foreign language skills		✓
Global graduate skills & support		✓

Needs analysis

What does the GE-P offer?

- Respondents rate items in two ways: Importance and Actual experience.

- Identifies students' **aspirations** for integration and for developing 'Global Graduate' skills;

- Identifies students' **actual experiences** of integration, opportunities and support for developing 'Global Graduate' skills;

- Shows the **gap** between the two;

- Provides vital information for strategic planning for internationalisation.
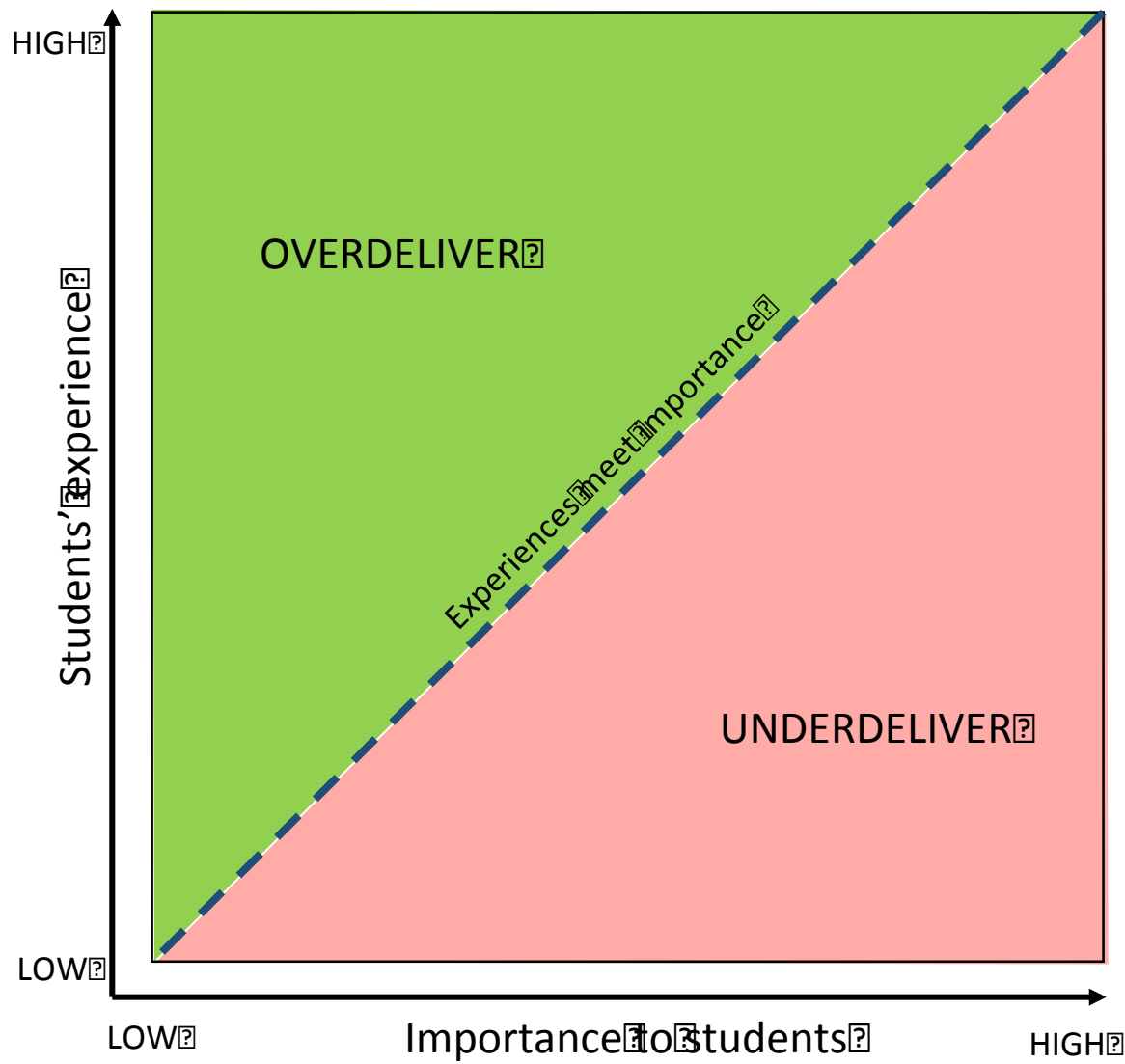
GE-P: The GAP matrix

LOW
IMPORTANCE
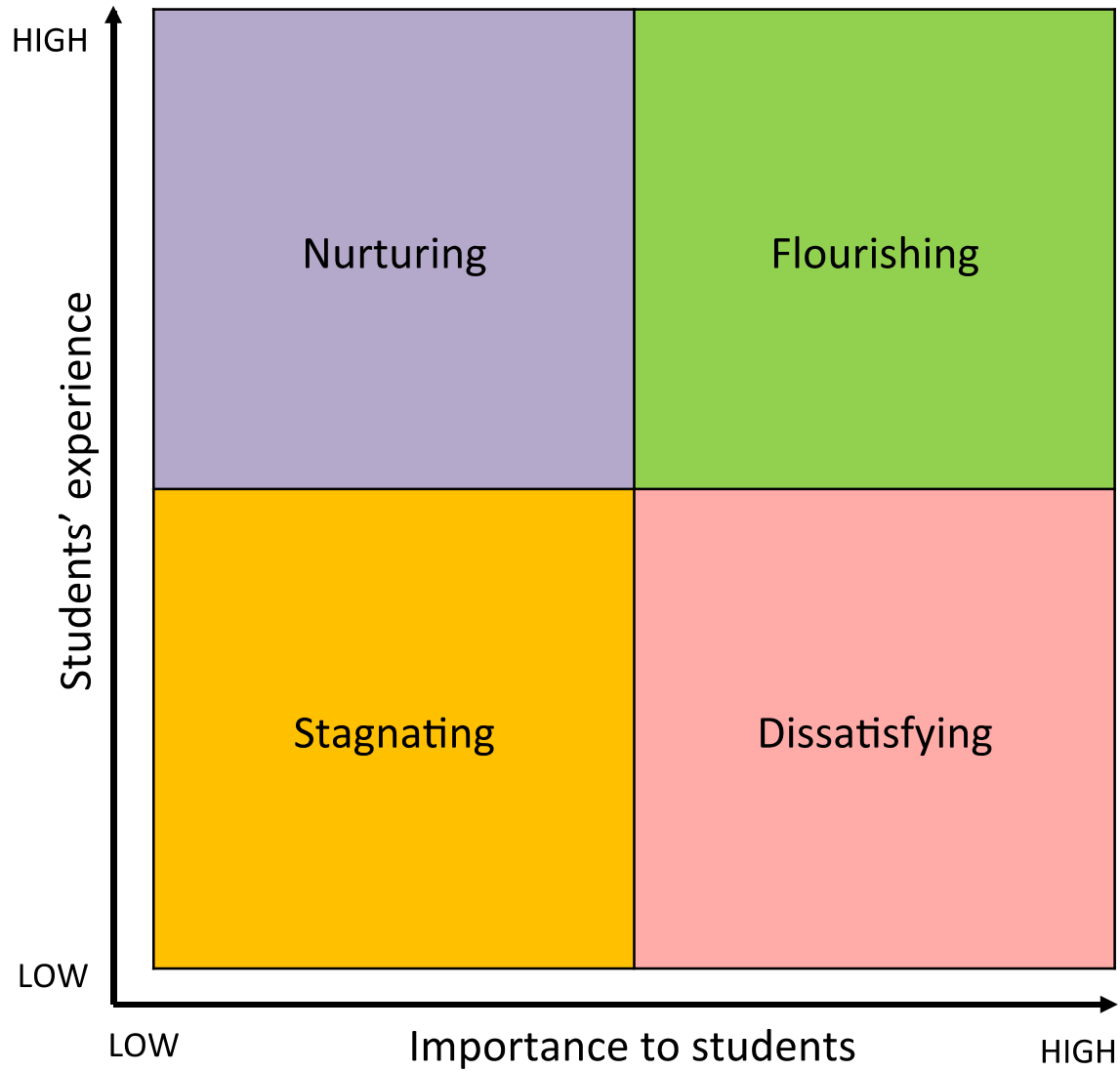
HIGH
IMPORTANCE

LOW

Importance to me (IMP)

HIGH

GE-P: The GAP matrix

HIGH

OVERDELIVER

Students' experience

Experiences meet importance

UNDERDELIVER

LOW

LOW   Importance to students   HIGH

45°
diagonal
line
=
zero gap

GE-P: The GAP matrix

Nurturing | Flourishing

Stagnating | Dissatisfying

Students' experience (HIGH / LOW)

Importance to students (LOW / HIGH)

Further information

- Dashboard with data from about 4000 students from 7 universities in 5 countries available here:

www.globalpad.net/ge-p

- – Quantitative data
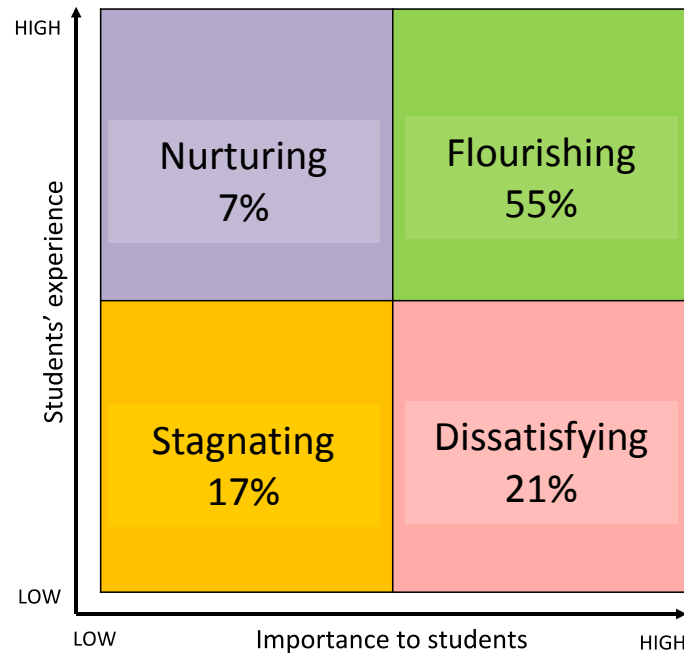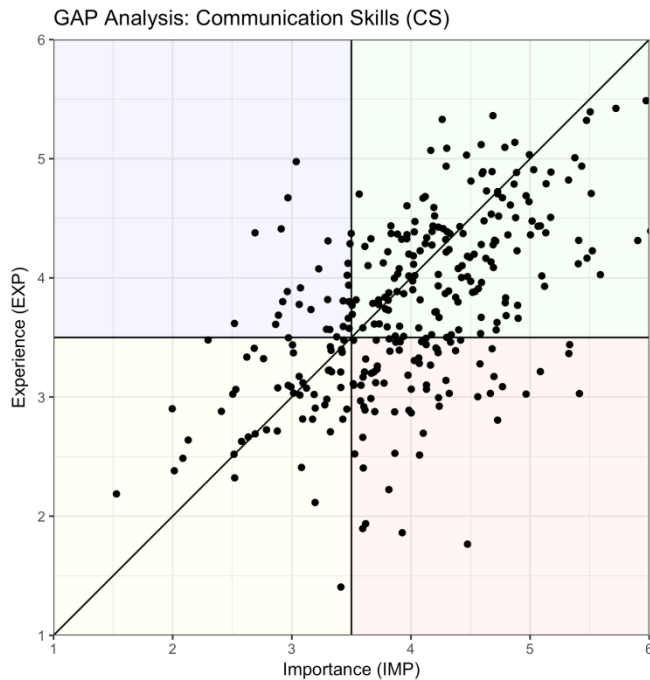- – Open comments
- GE-P available from i-Graduate

A Case Study

Case study background

University in Europe:

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

GAP Analysis: Communication Skills (CS)

Communication Skills

Experience (EXP) vs Importance (IMP)

Students' experience (HIGH / LOW) vs Importance to students (LOW / HIGH)

| | Nurturing 7% | Flourishing 55% |
| Stagnating 17% | Dissatisfying 21% |

Trimeans:
IMP: 4.03 *(4.78)*
EXP: 3.76 *(4.15)*

GAP: -0.27 *(-0.62)*

Items rated as the most important

- I am getting better at explaining my ideas clearly to others (CS)

- I am developing the communication skills I need for working in global contexts (CS)

- If I don't understand what someone says, I find ways of clarifying what I mean (CS)
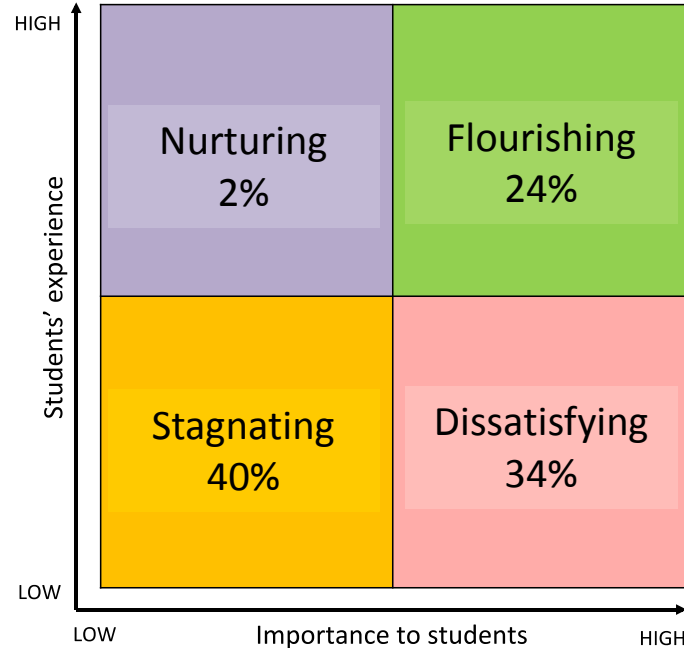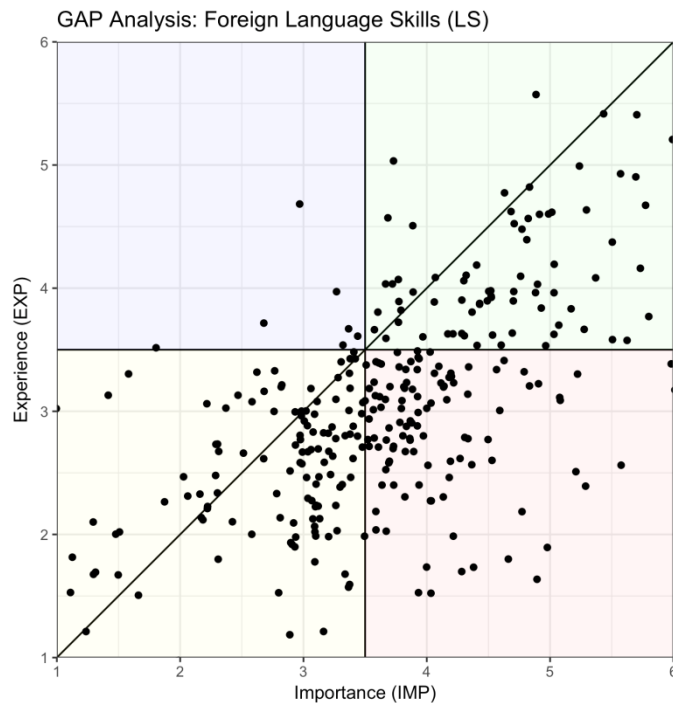
Strategic interpretation (CS)

- Reassuring – communication is distinctive feature of the programme

  ✓ Specific module on communication each term and also woven into all modules;

  ✓ Students are responding positively to it.

- Plans for curriculum reform (from a higher level) are putting communication modules under threat.

  ✓ This finding indicates they'd be unwise to make such changes.

Strategic interpretation (CS)

❖ **For follow up**: (Analyse open comments for insights)

➢ What is it about the communication element that students particularly appreciate?

➢ How can the experience be further improved?

➢ Reconsider the curriculum reform plans.

GAP Analysis: Foreign Language Skills (LS)

Foreign Language Skills

Experience (EXP)

Importance (IMP)

	HIGH	
Nurturing 2%		Flourishing 24%
Stagnating 40%		Dissatisfying 34%

Students' experience

LOW

LOW   Importance to students   HIGH

Trimeans:
IMP: 3.70 *(4.62)*
EXP: 3.00 *(3.48)*
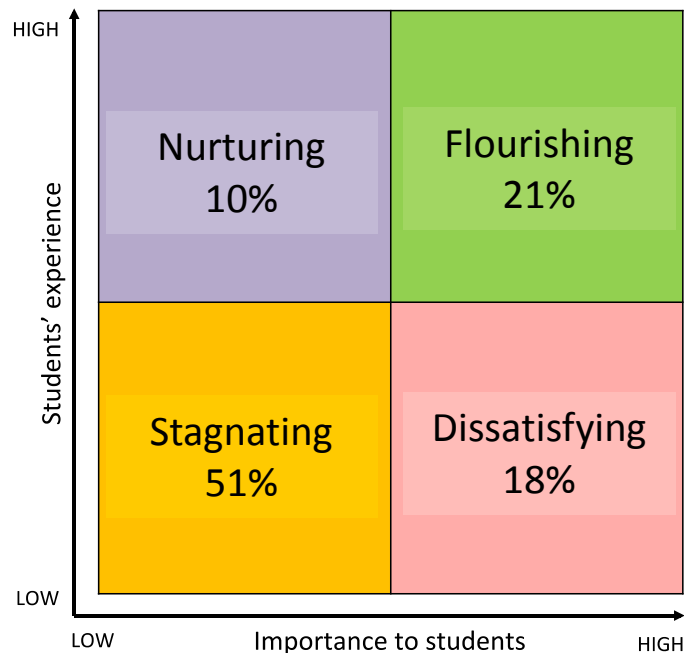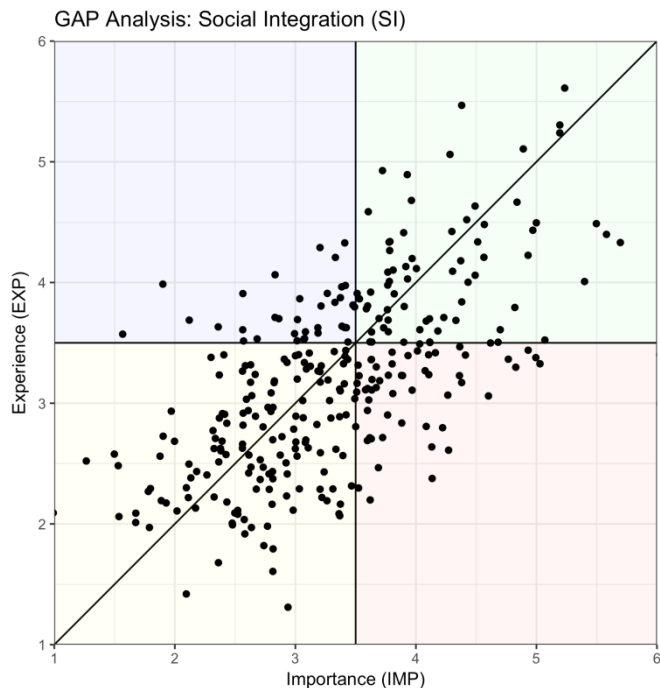
GAP: -0.70 *(-0.62)*

Items with largest gap between aspiration and experience

- I regularly spend time with fluent speakers of the foreign language I am learning (LS)

- I have been given helpful tips on strategies for foreign language learning (LS)

- The university provides good opportunities for me to learn the foreign language of my choice (LS)

Strategic interpretation (LS)

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

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

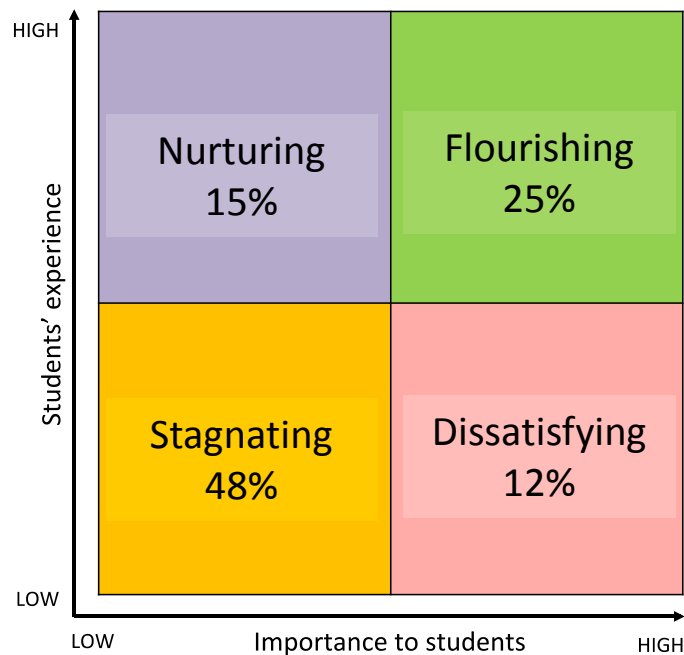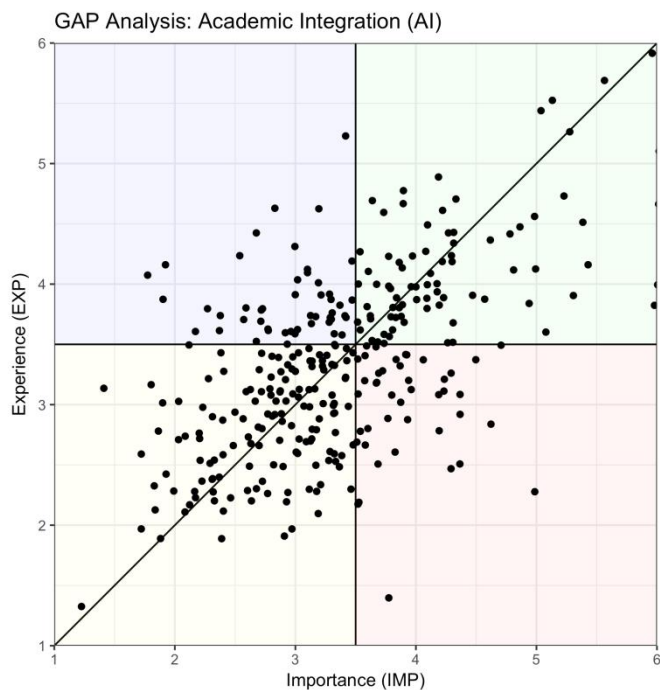 - ➢ What exactly is it that students feel is missing?

Social Integration

GAP Analysis: Social Integration (SI)

Nurturing 10%	Flourishing 21%	
Stagnating 51%	Dissatisfying 18%	

Students' experience (HIGH / LOW)
Importance to students (LOW / HIGH)

Trimeans:
IMP: 3.28 *(4.45)*
EXP: 3.15 *(3.60)*

GAP: -0.13 *(-0.85)*

Academic Integration

GAP Analysis: Academic Integration (AI)

Nurturing 15%	Flourishing 25%	
Stagnating 48%	Dissatisfying 12%	

Students' experience (HIGH / LOW)
Importance to students (LOW / HIGH)

Trimeans:
IMP: 3.30 *(4.47)*
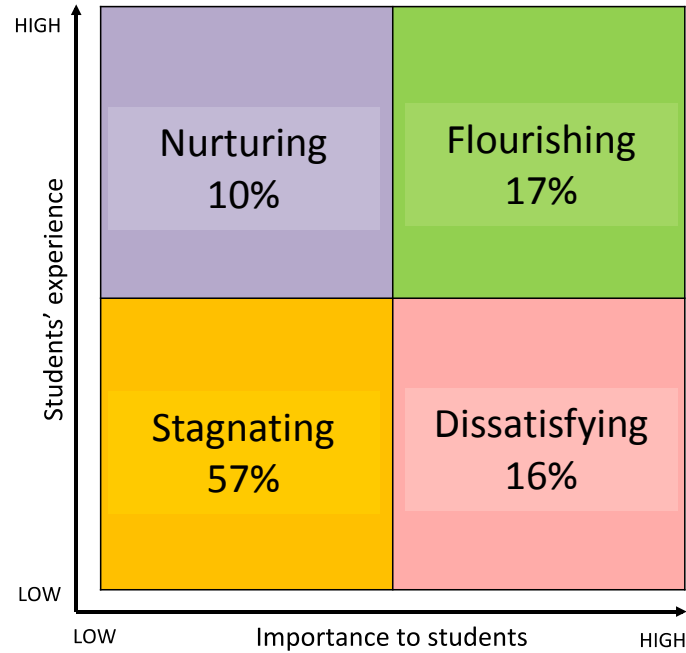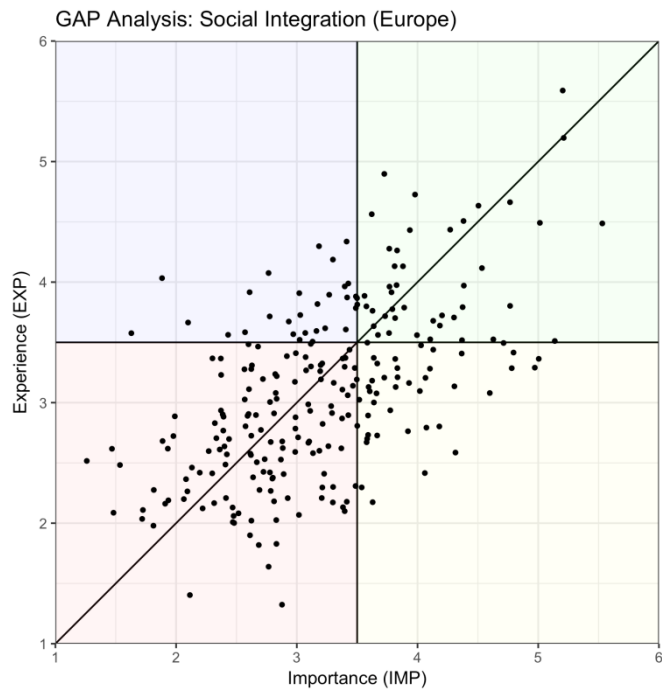EXP: 3.30 *(3.70)*

GAP: 0 *(-0.77)*

Items rated as the least important

- In lectures and seminars, I regularly sit next to people from different cultural backgrounds (AI)

- I regularly take part in events that bring people together from diverse cultural backgrounds (SI)

- The academic and administrative staff in my department are from many cultural backgrounds (AI)

Strategic interpretation (SI, AI)

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

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

  - ➢ Why is so little importance attached to social and academic integration?
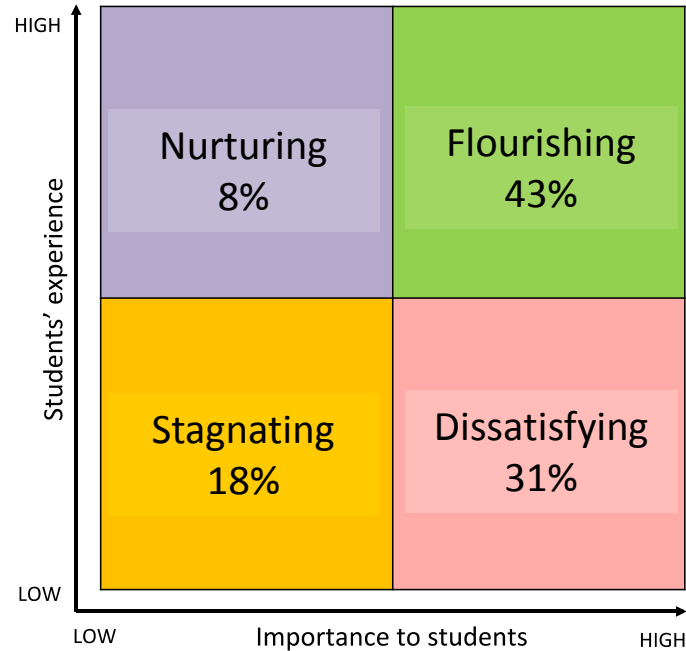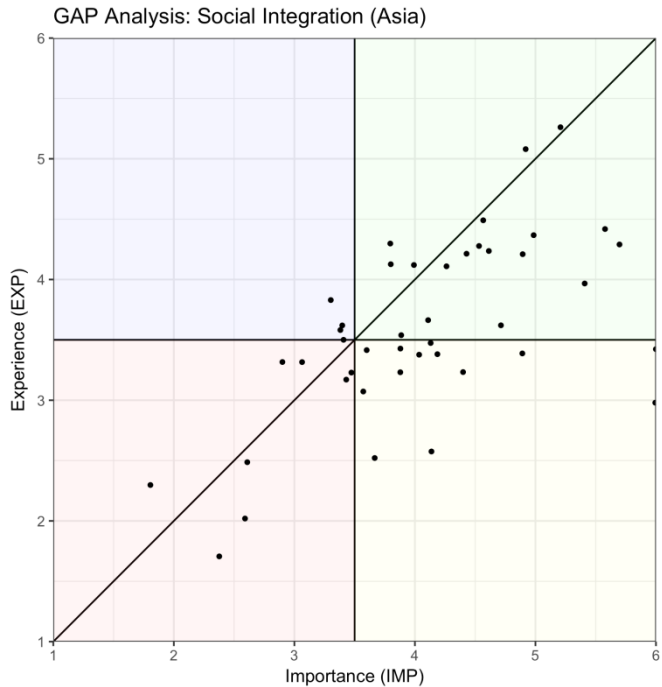
  - ➢ Are there nationality/regional differences?

GAP Analysis: Social Integration (Europe)

European (n=289)

Nurturing 10%	Flourishing 17%	
Stagnating 57%	Dissatisfying 16%	

Students' experience — LOW to HIGH
Importance to students — LOW to HIGH

Trimeans:
IMP: 3.18 *(4.18)*
EXP: 3.10 *(3.73)*

GAP: -0.08 *(-0.45)*

GAP Analysis: Social Integration (Asia)

Asian (n=43)

Nurturing 8%	Flourishing 43%	
Stagnating 18%	Dissatisfying 31%	

Students' experience — LOW to HIGH
Importance to students — LOW to HIGH

Trimeans:
IMP: 4.03 *(4.83)*
EXP: 3.59 *(3.67)*

GAP: -0.43 *(-1.16)*

Strategic interpretation (SI, AI)

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

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

  - ➢ Why European students attach so little importance to social and academic integration?

  - ➢ What difficulties Asian students perceive in integrating?

Case study reflections

Senior staff now wish to:

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

Complementary steps

Complementary resources/tools

For university students:

- GoGlobal 3-stage training (especially for study abroad)
- e-Capsules
  - ✓ Asking questions
  - ✓ Working in groups
  - ✓ … [More under development]
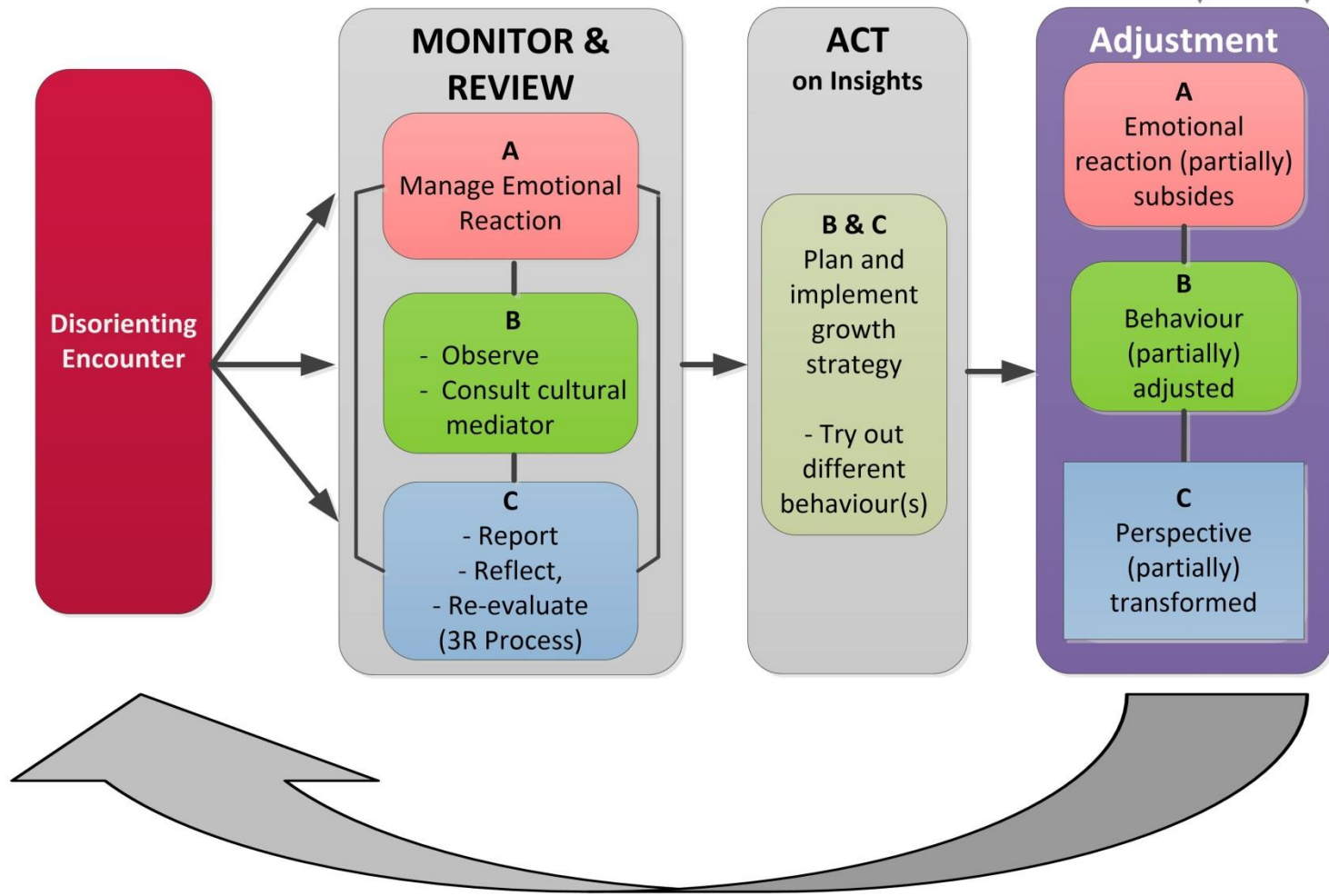
Developing IC competence

Global PAD tools to foster IC development:

- 3R tool (Report, Reflect, Re-evaluate)

- Global Dexterity Stretch tool

Available at
www.warwick.ac.uk/globalpadintercultural

Intercultural Learning Cycle

Complementary tools/resources

For GE-P for staff:

- Academic/Teaching + Admin/Management;

- Important complementary perspective to the GE-P for students;

- Currently being piloted on a larger scale;

- Free piloting + confidential feedback report for any university interested.

Thank you!

helen.spencer-oatey@warwick.ac.uk