The Internationalisation of Higher Education:
Strategic Planning for Trajectories of Growth

Helen Spencer-Oatey

WARWICK

APPLIED LINGUISTICS

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Key themes

- Internationalisation: Why and what counts as 'good'?

- Developing a strategic plan for internationalization.

- Some empirical data.

- Strategic reflections.

- Complementary steps.

Why internationalise?

Why internationalise?

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

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

https://www.theguardian.com/education/2011/jun/07/universities-global-ambitions-internationalising

Why internationalise?

"**The Good**":

- Transform students' lives through experiences of difference;

- Enhance science & scholarship through academic exchange.

Why internationalise?

"**The Dangers**":

- Universities aim at commercial or geopolitical advantage;

- Goals become superficial & number-focused rather than truly transformative and enhancing.

Why internationalise?

So …

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

➢ How can we maximise the positive transformation of our students?

What counts as internationalisation?

True or false?

A. The more diverse our body of students and staff, the more our students learn.

True or false?

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

True or false?

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

Internationalisation Ranking Criteria

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>."
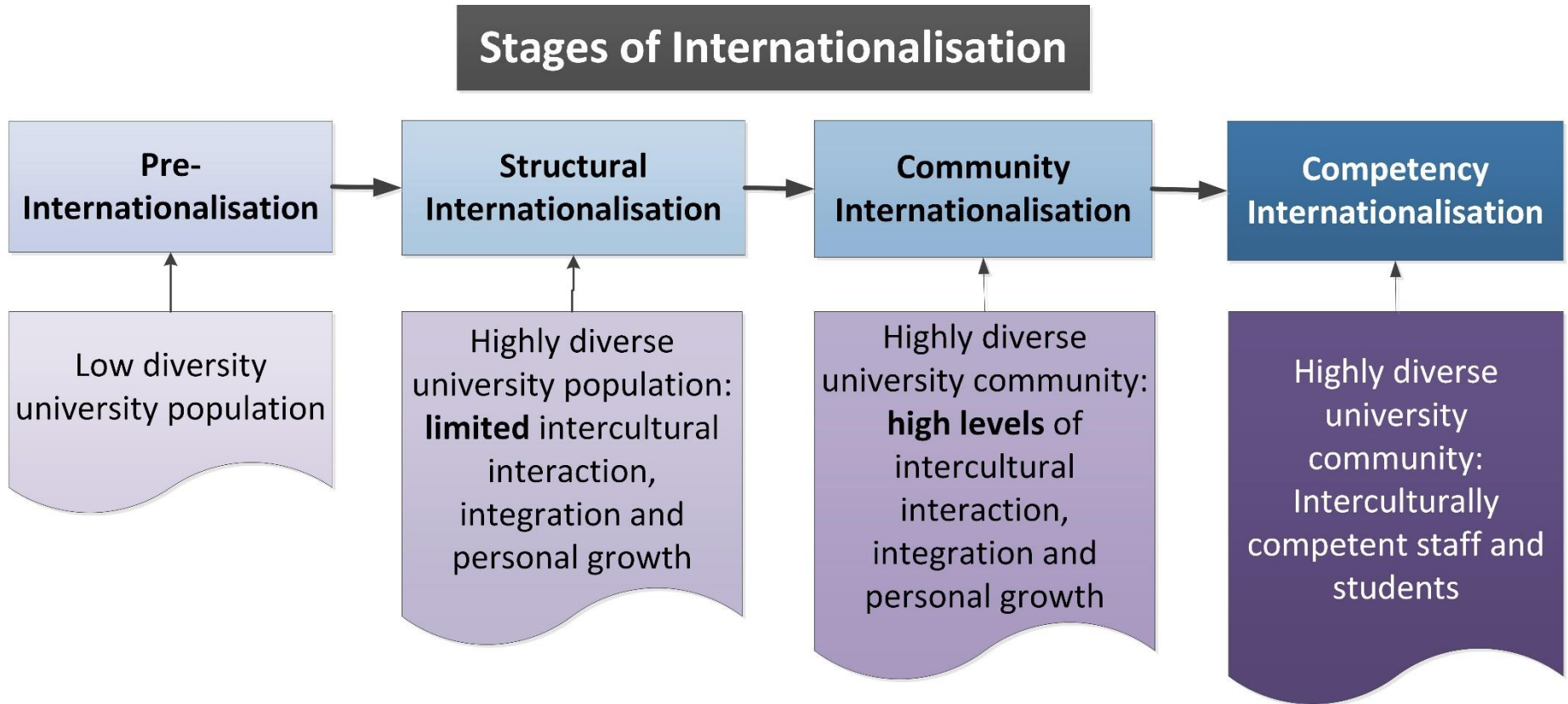
British Council

Integration of international students: A UK perspective

2014

Stages of Internationalising HEIs

Stages of Internationalisation

Pre-Internationalisation	Structural Internationalisation	Community Internationalisation	Competency Internationalisation
Low diversity university population	Highly diverse university population: **limited** intercultural interaction, integration and personal growth	Highly diverse university community: **high levels** of intercultural interaction, integration and personal growth	Highly diverse university community: Interculturally competent staff and students

Internationalisation & integration

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

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

Contexts for Growth → Routes to Growth → Manifestations of Growth

Global People Growth Model

MOTIVATION/ ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS

IC RAPPORT SKILLS

IC KNOWLEDGE

IC QUALITIES

Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

Many types of opportunities; e.g.

- Study abroad

- Volunteering

- Work placements …

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

Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

So …

- Staying with own compatriots
- Failing to reflect on and learn from experiences
- → Reduces the amount & quality of learning;
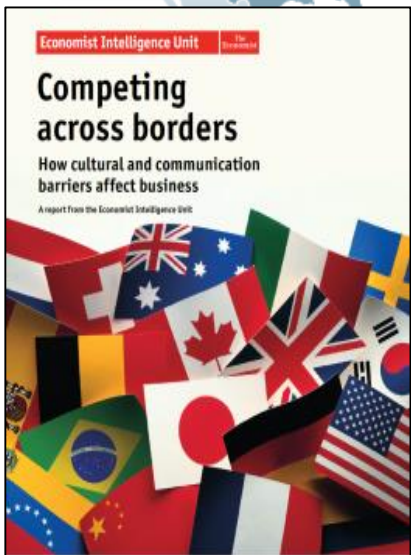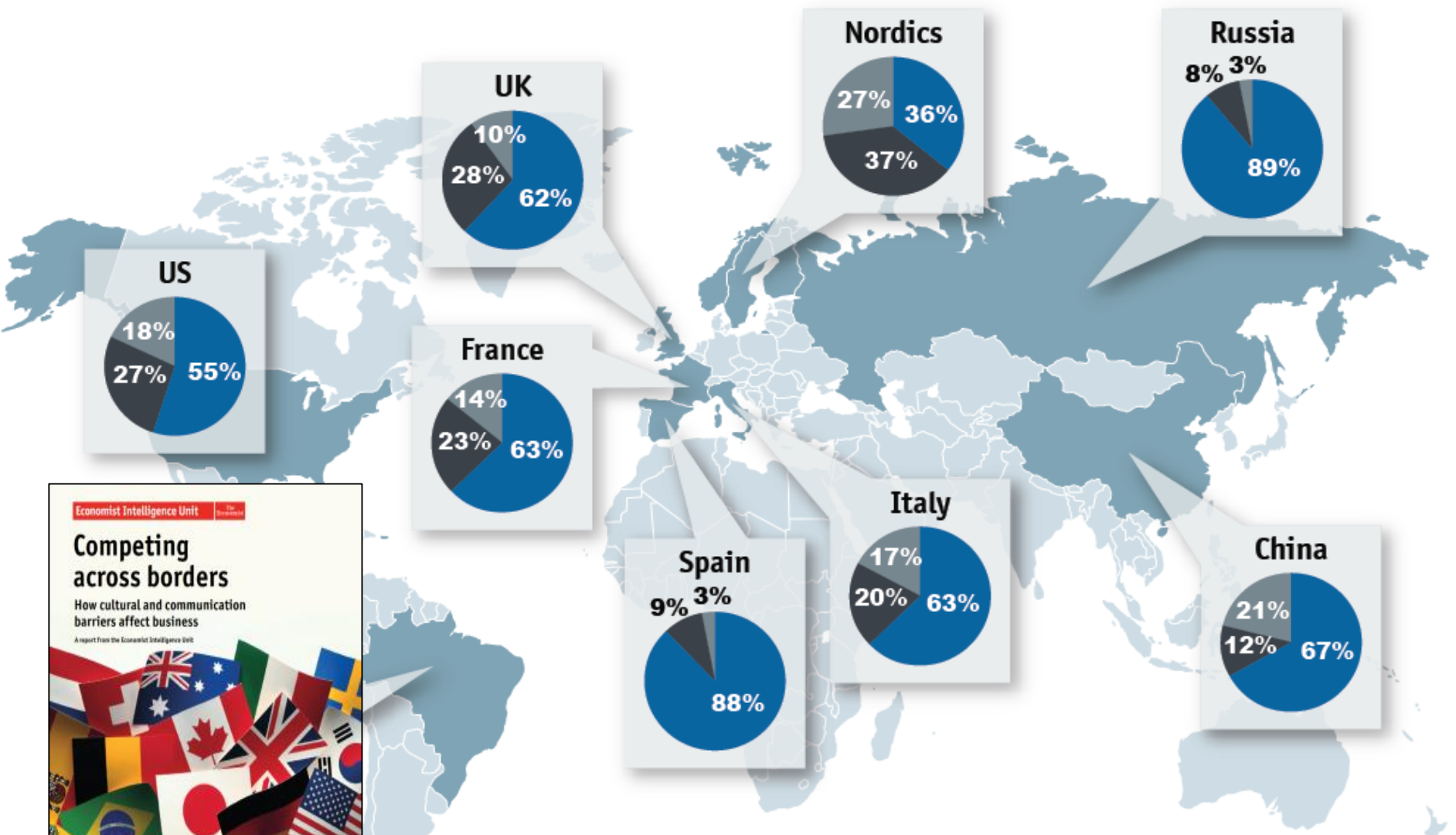- → Hinders students from becoming 'global graduates'
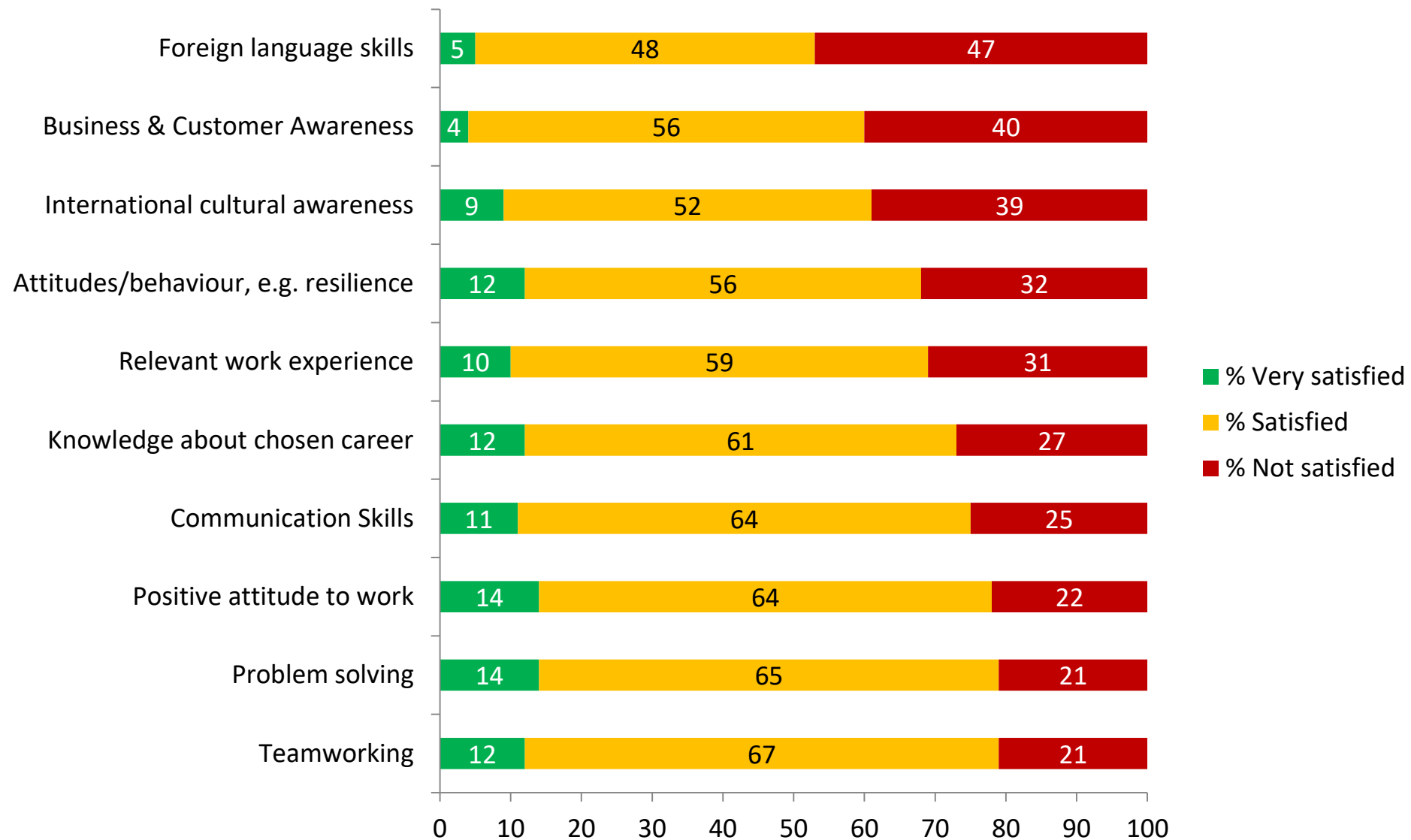
CBI/Pearson Education & Skills Survey 2017

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%
- 36%
- 37%

Russia
- 8%
- 3%
- 89%

US
- 18%
- 27%
- 55%

France
- 14%
- 23%
- 63%

Spain
- 9%
- 3%
- 88%

Italy
- 17%
- 20%
- 63%

China
- 21%
- 12%
- 67%

Economist Intelligence Unit

Competing across borders

How cultural and communication barriers affect business

A report from the Economist Intelligence Unit

Economist Intelligence Unit report

How can we develop a strategic plan for GG skills growth?

Needs analysis

➢ Development of 'Global Graduates' entails more than social mixing;

▪ We've developed the **Global Education Profiler (GEP)** to help probe a range of aspects, each in greater depth than other surveys.

▪ Now licensed to i-Graduate.

Measuring internationalisation

	Traditional	GEP
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 GEP offer?

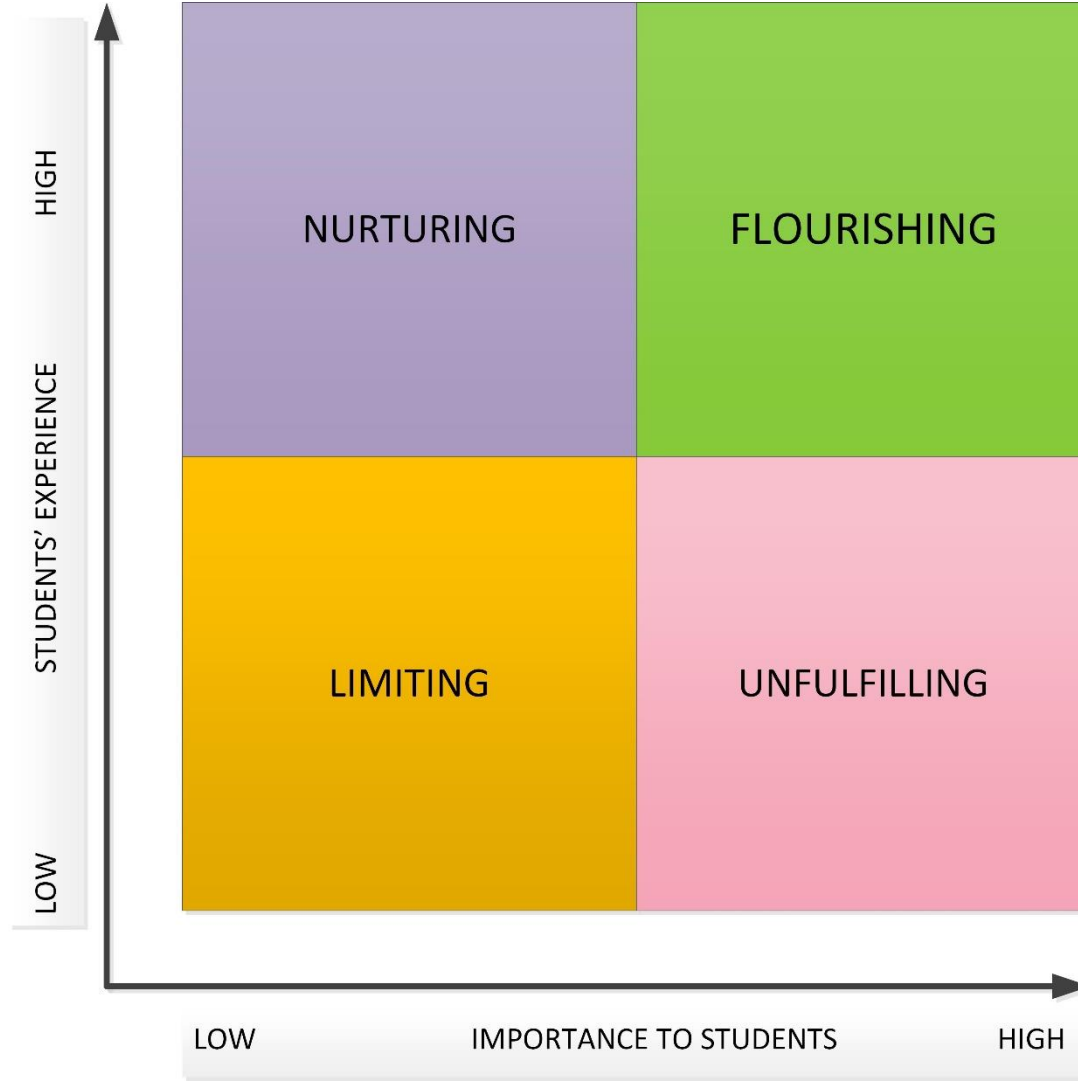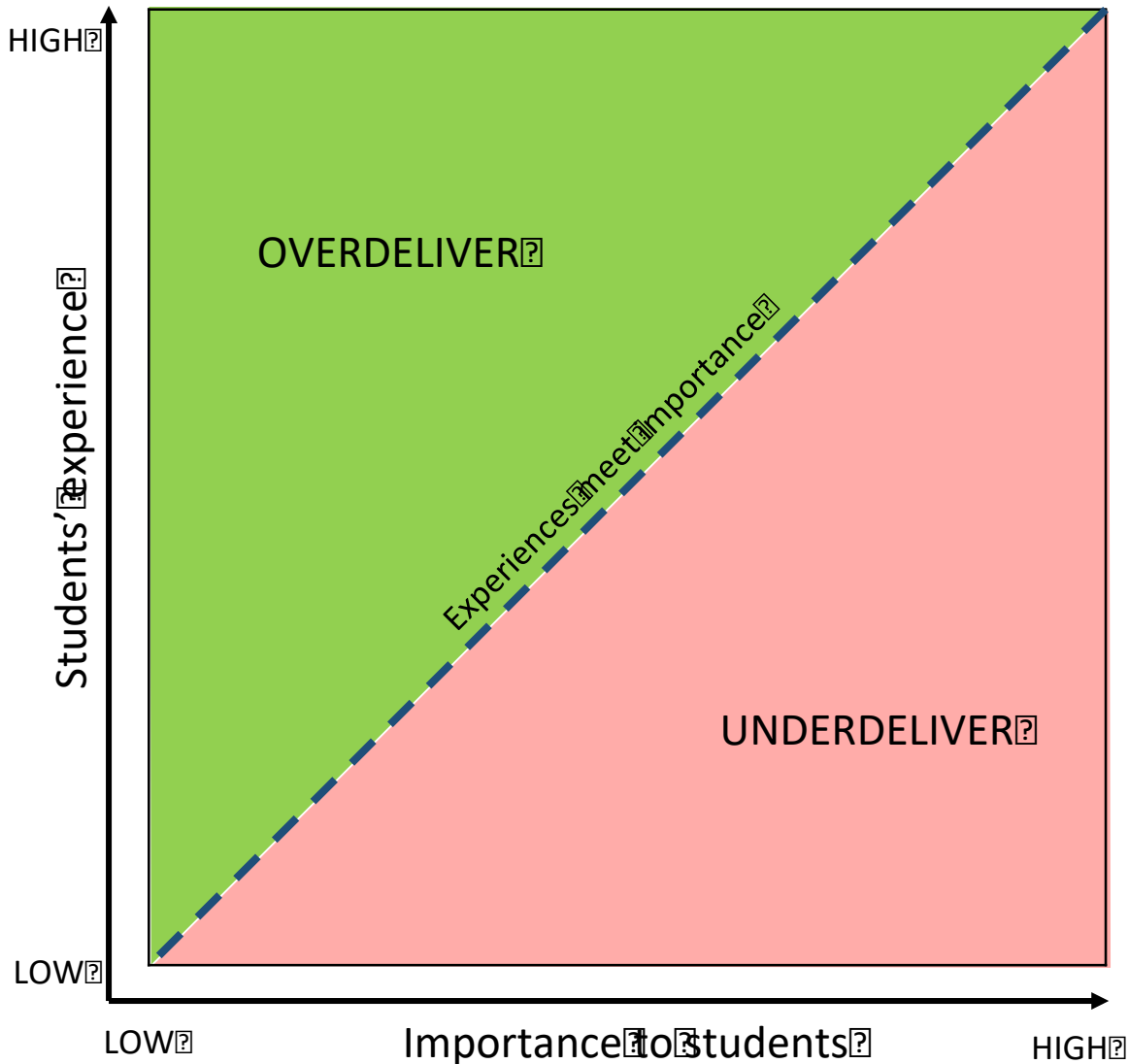- Respondents rate items in two ways: Importance and Actual experience.

The GEP Matrix

LOW
IMPORTANCE

HIGH
IMPORTANCE

LOW   Importance to me (IMP)   HIGH
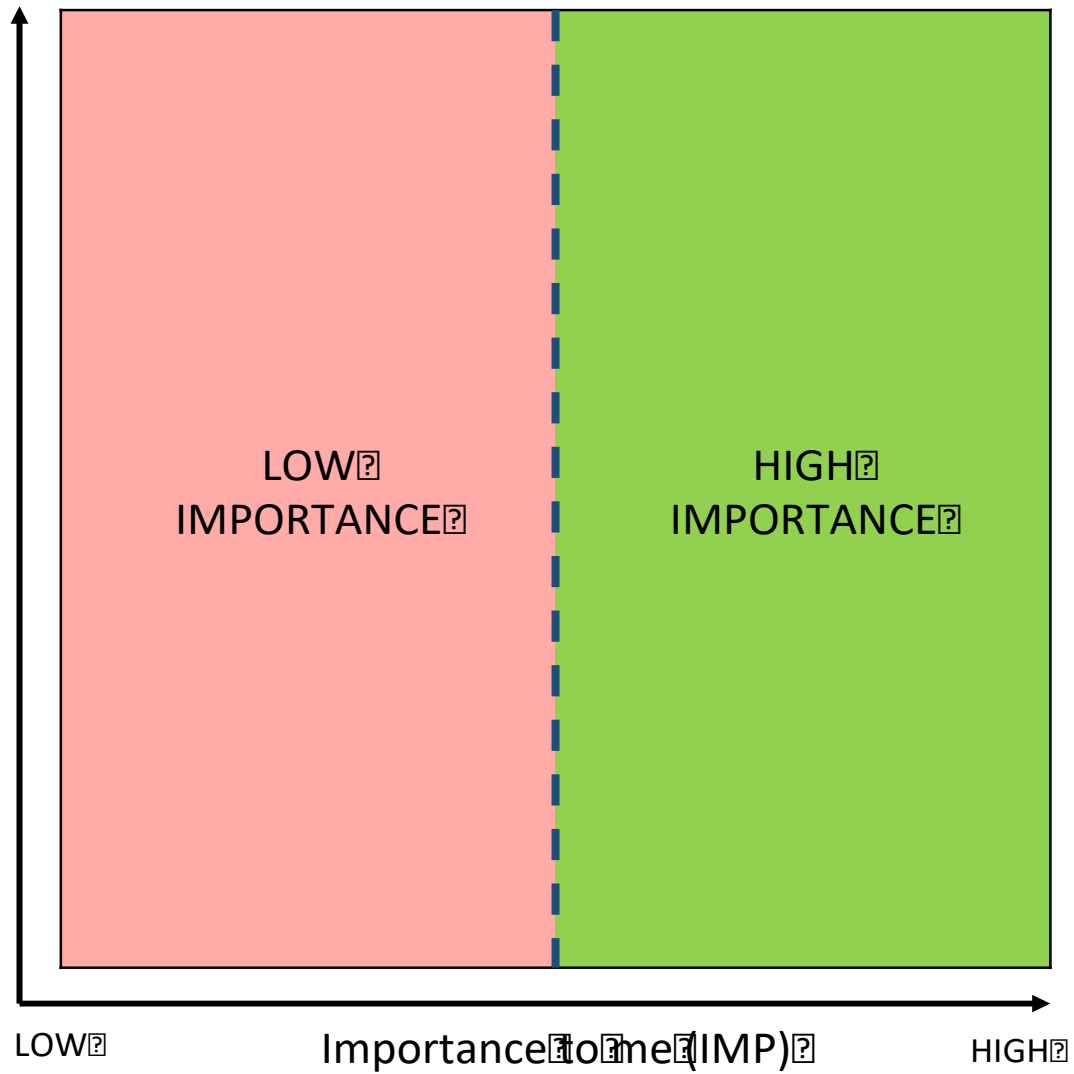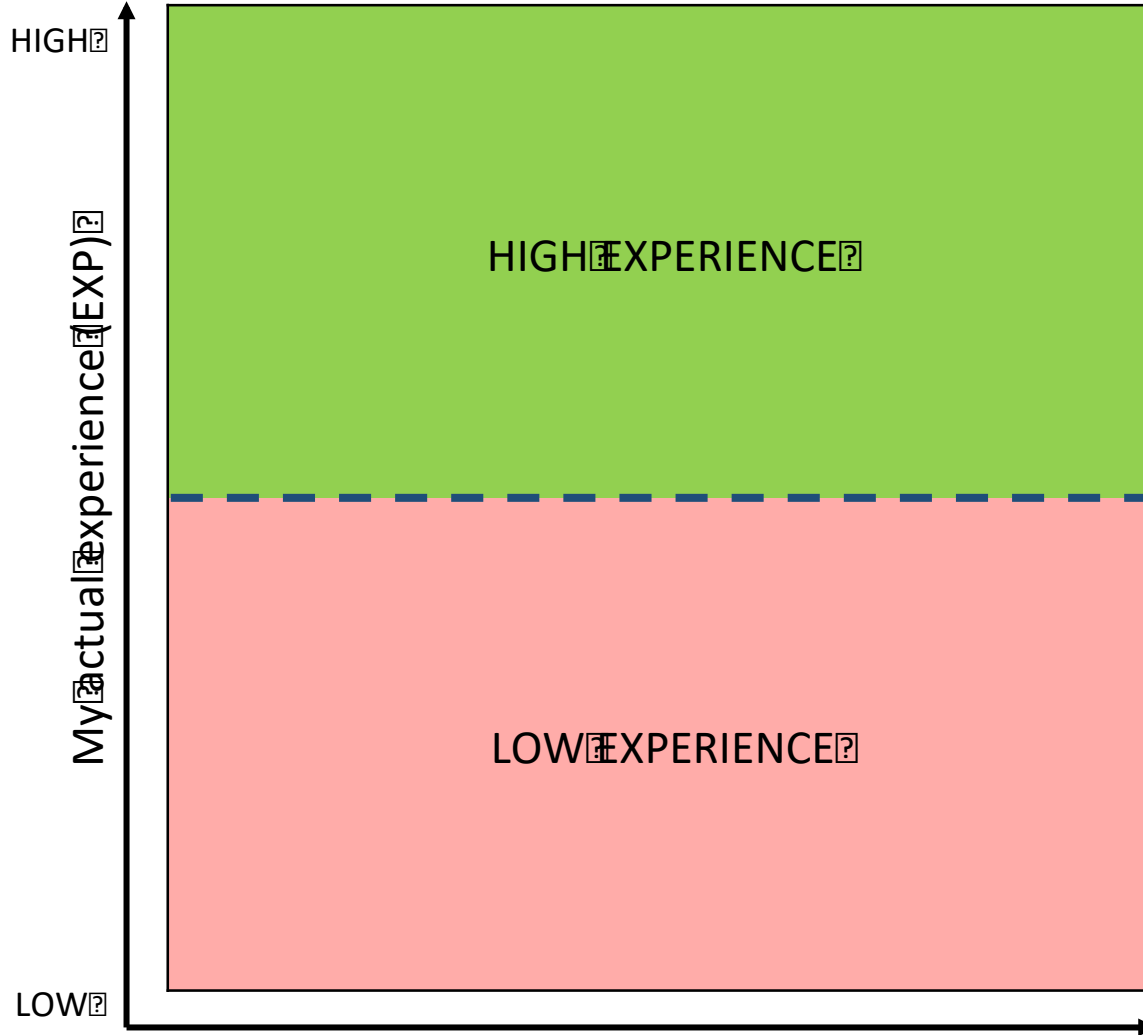
The GEP Matrix

The GEP Matrix

The GEP Matrix

45°
diagonal
line
=
zero gap

OVERDELIVER

Experiences meet importance

UNDERDELIVER

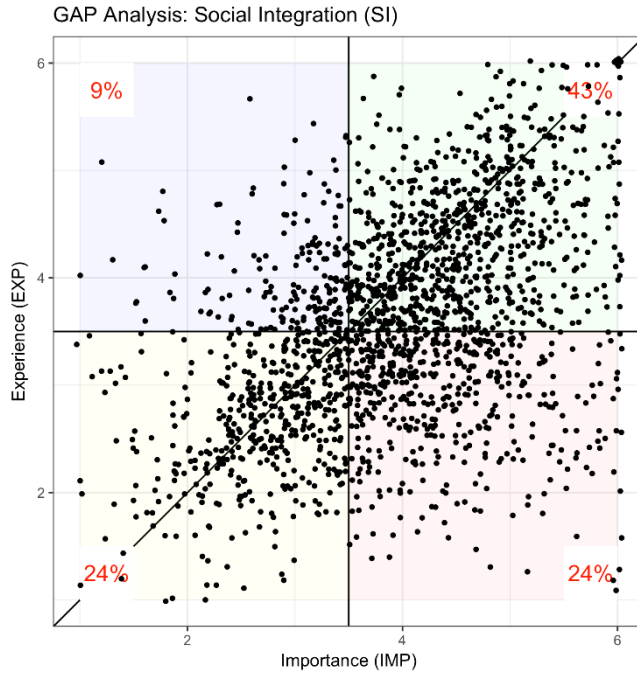Students' experience

HIGH

LOW

Importance to students

LOW
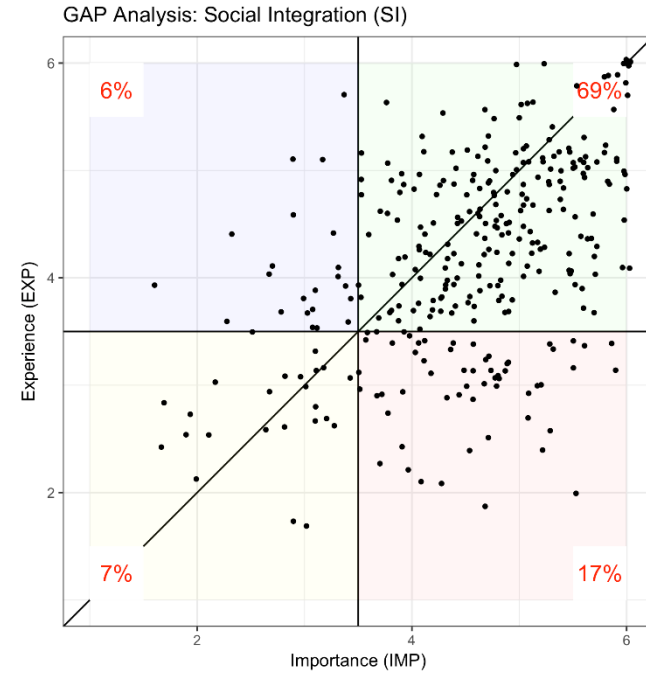
HIGH

Some empirical insights

Multi-university data

- 2360 students
  - 1445 home/domestic
  - 265 European Economic Area/EEA
  - 640 Asian
- from 6 institutions, located in 4 different countries (UK, Republic of Ireland, Germany, Belgium)
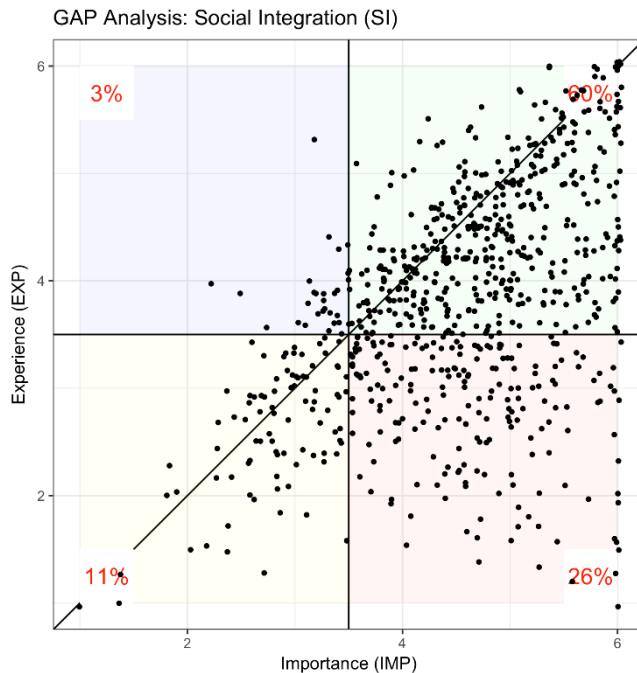- 51% female; 76% undergraduate students

HOME

GAP Analysis: Social Integration (SI)

Experience (EXP) / Importance (IMP)
- 9%
- 43%
- 24%
- 24%

EEA

GAP Analysis: Social Integration (SI)

Experience (EXP) / Importance (IMP)
- 6%
- 69%
- 7%
- 17%

ASIA

GAP Analysis: Social Integration (SI)
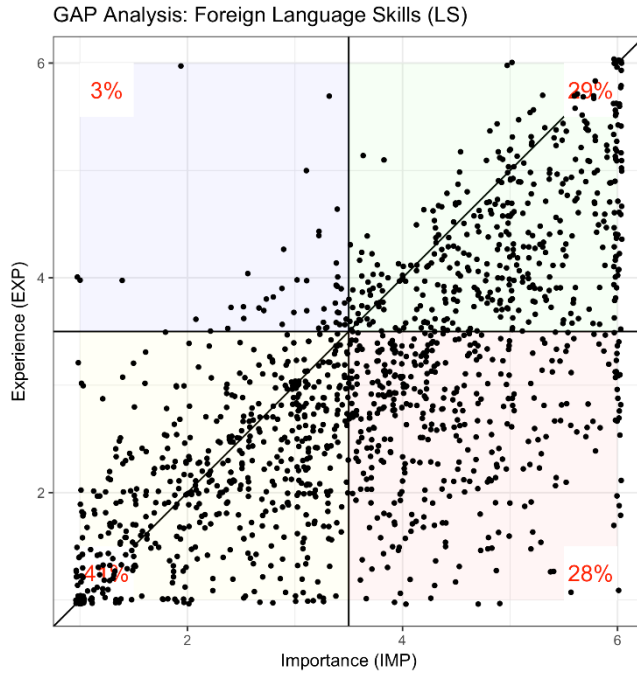
Experience (EXP) / Importance (IMP)
- 3%
- 60%
- 11%
- 26%

High Importance to Social Integration
- Home: 66%
- EEA: 85%
- Asia: 86%

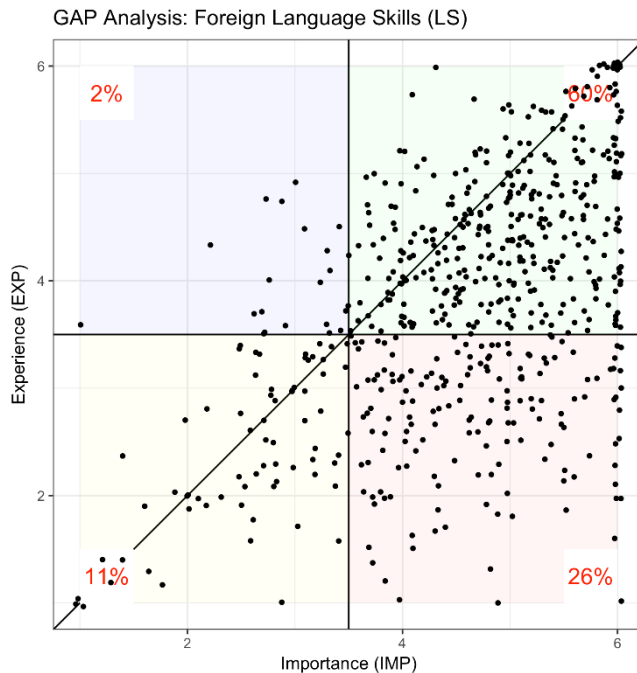## High Experience of Social Integration
- Home: 50%
- EEA: 73%
- Asia: 63%

HOME

GAP Analysis: Foreign Language Skills (LS)

Experience (EXP) / Importance (IMP)

3% — 29% — 41% — 28%

EEA

GAP Analysis: Foreign Language Skills (LS)

Experience (EXP) / Importance (IMP)

2% — 66% — 13% — 19%

ASIA

GAP Analysis: Foreign Language Skills (LS)

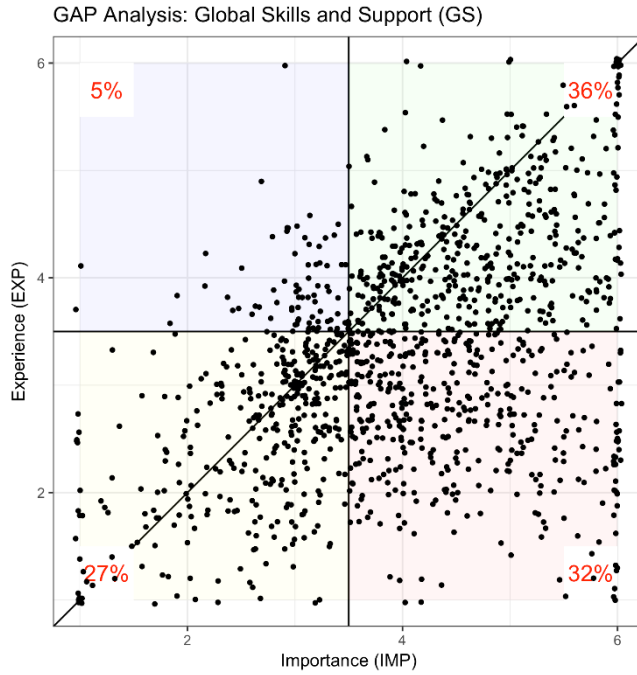Experience (EXP) / Importance (IMP)

2% — 60% — 11% — 26%
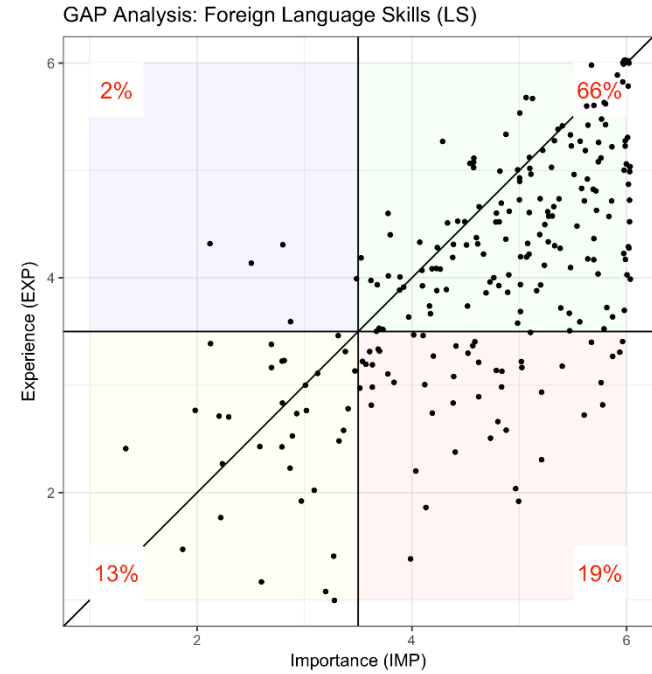
High Importance to Foreign Language Skills Development
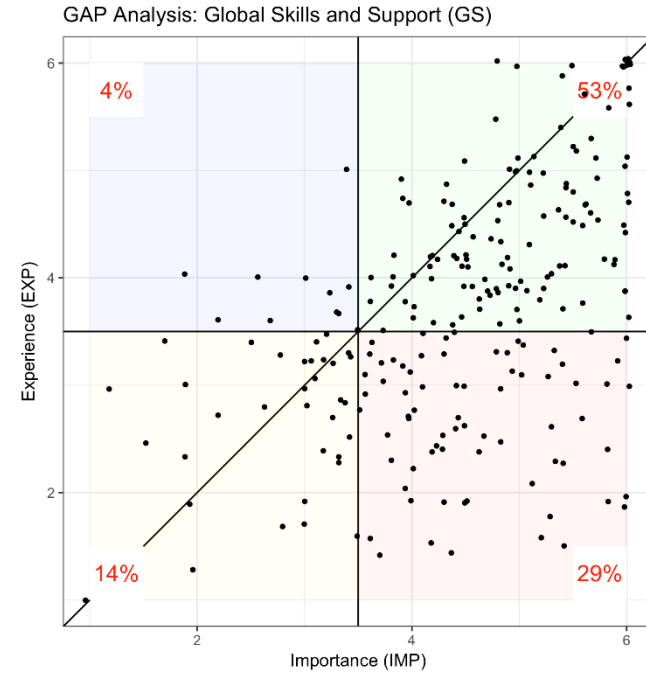- Home: 57%
- EEA: 74%
- Asia: 87%

High Experience of Foreign Language Skills Development
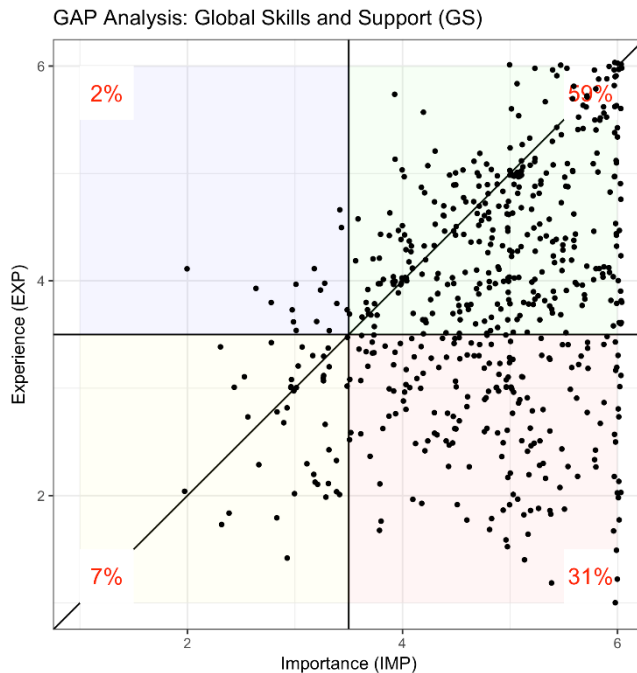- Home: 31%
- EEA: 55%
- Asia: 63%

HOME

GAP Analysis: Global Skills and Support (GS)

5%   36%
27%   32%

Experience (EXP) / Importance (IMP)

EEA

GAP Analysis: Global Skills and Support (GS)

4%   53%
14%   29%

Experience (EXP) / Importance (IMP)

ASIA

GAP Analysis: Global Skills and Support (GS)

2%   59%
7%   31%

Experience (EXP) / Importance (IMP)

High Importance to Global Skills & Support

- Home: 66%
- EEA: 81%
- Asia: 91%

High Experience of Global Skills & Support

- Home: 39%
- EEA: 51%
- Asia: 62%

Key findings (1)

Overall …

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

- Nevertheless, around 50% of students overall report that they are not experiencing these facets.

Key findings (2)

- Domestic (i.e. home) students attach noticeably lower levels of importance to the various facets of internationalisation;

- Domestic students also report the lowest levels of experience of the facets.

Key findings (3)

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

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

Explaining the findings …??

- **Domestic students:**
  - Stick to what is comfortable;
  - Less aware of what they can gain.
- **EEA students:**
  - The Erasmus effect?
- **Asian students:**
  - Motivated individuals will choose to study abroad;
  - Language challenges;
  - Stick to what is comfortable (numerous compatriots for Chinese students)

Social mixing (Warwick ISB/SB)
(additional item)

I find it difficult to socialise with people who are from different countries
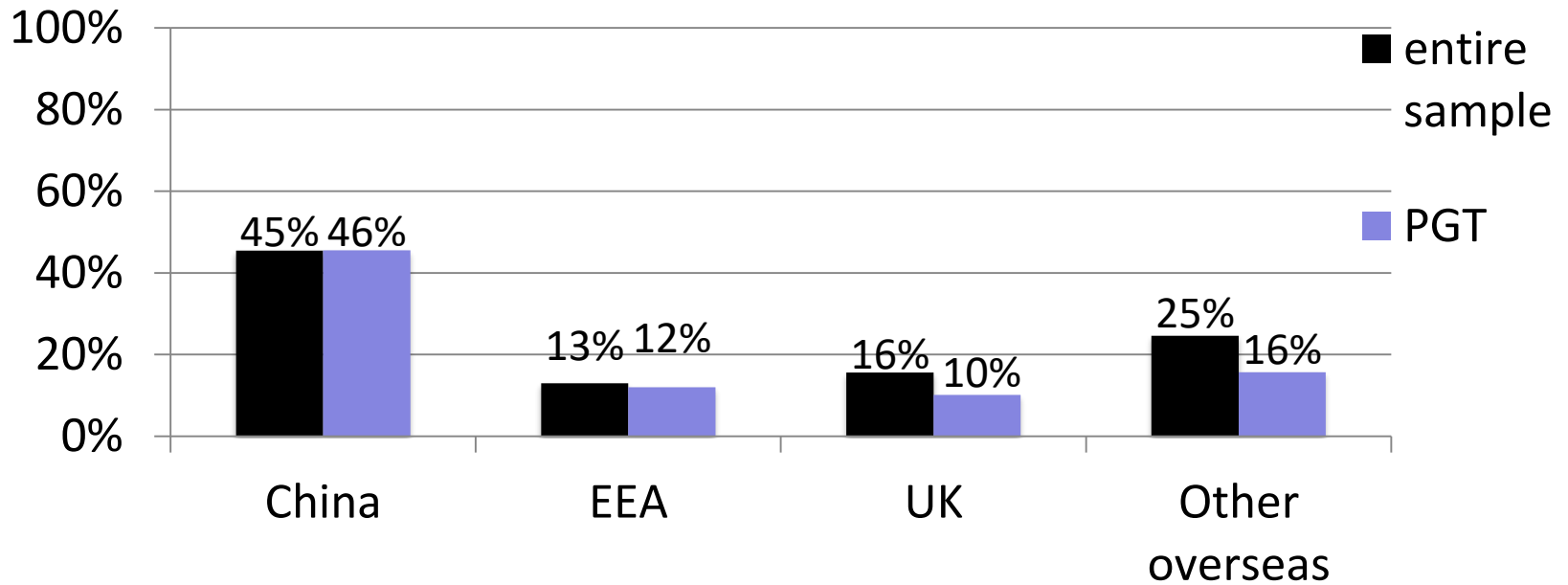
Policy implications (1)

- Internationalisation at home needs more attention;

- Strategies for the development of 'global graduate' skills needs more attention & ways of fostering them;

- Students' (especially domestic students') varying levels of commitment to social and academic integration need to be taken into account in the planning.

Policy implications (2)

- Universities need to monitor their progress in providing students with a 'global education' environment, that moves beyond a structural focus.

- Chinese universities can learn from the problems of European universities and take steps to avoid them.

- For more information, see our <u>policy paper</u>.

Complementary steps

Complementary resources/tools

For university students:

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

Complementary tools/resources

Global People tools to foster IC development:

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

- 4A Stretch tool (Attend, Analyse, Adjust, Assess)

Available at www.warwick.ac.uk/globalpadintercultural

Other resources

For professionals:

■ **GlobalPeople@work**

- o Seeing Culture@work

- o Diverse Teams@work

- o Global Leadership@work

Further information on GEP

- Student and staff (Academic/Teaching + Admin/Management) versions available.

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

www.globalpad.net/GEP

  – Quantitative data

  – Open comments

- GEP available from i-Graduate

Thank you!

helen.spencer-oatey@warwick.ac.uk

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