

Institution: University of Warwick		
Unit of Assessment: C23 Education		
Title of case study: Internationalisation in HE: New frameworks, tools and resources enhance intercultural skills and policy-making		
Period when the underpinning research was undertaken: 2009 – 2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Daniel Dauber Helen Spencer-Oatey	Role(s) (e.g. job title): Associate Professor Professor	Period(s) employed by submitting HEI: August 2011 - September 2007 – December 2020
Period when the claimed impact occurred: 2016 - 2020		
Is this case study continued from a case study submitted in 2014? No		
1. Summary of the impact (indicative maximum 100 words) <p>In an increasingly interconnected, globalised world, the ability to operate effectively across different cultures is critical to building business, political and diplomatic bridges. Professor Helen Spencer-Oatey and Dr Daniel Dauber have conducted research into intercultural competence, particularly within the context of increased internationalisation of higher education. Via the development of new tools, resources and training materials, the research has improved the cultural competencies of students, graduates and employees, supporting the creation of culturally-agile citizens who are better equipped for this new globalised world. Their research has enhanced the internationalisation strategies of universities and created new ways to benchmark and evaluate progress against them.</p>		
2. Underpinning research (indicative maximum 500 words) <p>Over the past three decades, the number of international students worldwide has increased from 0.8 million in 1975 to 4.1 million in 2010 and continues to rise. Universities in most regions of the world are trying to maximise the benefits from this by formulating internationalisation strategies. Yet this raises some fundamental questions around their goals for internationalisation and achievement of those goals. According to the Organisation for Economic Collaboration and Development's (2018) Global Competence Framework, university graduates need to have the skills and qualities to (a) live harmoniously in multicultural communities and (b) thrive in a changing labour market. Since 2009, Spencer-Oatey and Dauber's research has focused on this facet of the internationalisation of higher education. Their research has brought new insights into the identification of the key skills and attributes needed for this, how those skills and attributes can be developed, the educational environment that can foster them, and the extent to which such an environment is being provided by universities and taken advantage of by students.</p> <p>Conceptualisation of the skills and attributes of 'global graduates' Despite numerous models of intercultural competence, there was a need to move beyond broad categories, such as 'good at communicating across cultures', to the identification of specific skills that are important for intercultural communication and that can be used to help students develop their competence in communicating effectively and appropriately in intercultural contexts. Spencer-Oatey's research into different communication patterns and styles and into rapport management (e.g. R3.1 and R3.2) led to the specification of a number of key elements (e.g. handling turn-taking; giving negative feedback without causing offence) and has subsequently fed into the development of training resources, including Working in Diverse Groups.</p> <p>Conceptualisation of the educational environment that can foster 'global graduates'</p>		

Conceptual and empirical research by Spencer-Oatey and Dauber (e.g. **R3.3**, **R3.4**, **R3.5** and **R3.6**) revealed the importance of 'mindful interaction' for fostering 'global graduate' skills and attributes. This entails students being sufficiently motivated to move out of their comfort zones, engage in experiences of difference, and reflect carefully on those experiences. The same research indicated that there were 'student silos' and that the increasing diversity of students on university campuses was not necessarily leading to greater 'mindful interaction' among students. This led Spencer-Oatey and Dauber to seek an evidence-based picture of the situation and to develop a tool that could provide it.

Development of a profiling tool with an empirically robust conceptual foundation

Several organisations (e.g. Times Higher, QS) publish worldwide rankings of universities for internationalisation, but their criteria are all demographic/structural in nature (e.g., number/proportion of international students and staff, and the amount of outward/inward mobility) and provide no information on the development of the global graduate skills and attributes identified by Spencer-Oatey and Dauber's research. Other surveys (e.g. National Student Survey, Postgraduate Taught Experience Survey) are unsuitable because they do not incorporate an international element. Although i-graduate – one of the world's major players in running surveys in the HE sector – offers a relevant survey, the (International) Student Barometer ISB/SB, it only includes one or two questions on friendships.

To address this need, Spencer-Oatey and Dauber designed an internationalisation KPI tool, the Global Education Profiler (GEP). To understand how 'global graduates' can be fostered, their research focused on the contexts and factors that help nurture such competence. They analysed: (a) what universities are providing to encourage the development of global graduate skills and attributes, and (b) the extent to which students are engaging with such opportunities. They identified five core constructs: social integration, academic integration, communication skills, foreign language skills development, and global opportunities and support. Ten items were written to probe each construct, with each item being rated twice on different Likert scales: 'importance to me' and 'my actual experience', so that both attitude and experiential engagement could be probed. After initial pre-piloting, they ran the GEP at six different universities in 4 different countries, and statistical tests confirmed that the constructs are both valid and reliable. They then started running the tool on a larger scale and analysing the findings (**R3.7**).

3. References to the research (indicative maximum of six references)

R3.1 Spencer-Oatey, H. and Franklin, P. (2009) *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Basingstoke: Palgrave. ISBN 9781403986306

R3.2 Messelink, A., Van Maele, J., & Spencer-Oatey, H. (2015) Intercultural competencies: what students in study and placement mobility should be learning. *Intercultural Education*. 26:1, 62-72. doi:[10.1080/14675986.2015.993555](https://doi.org/10.1080/14675986.2015.993555)

R3.3 Spencer-Oatey, H. & Dauber, D. (2016) The gains and pains of mixed national group work at university. *Journal of Multilingual and Multicultural Development*, 38(3), 219–236. doi:[10.1080/01434632.2015.1134549](https://doi.org/10.1080/01434632.2015.1134549)

R3.4 Spencer-Oatey, H., Dauber, D., Jing, J. and Wang, Lifei. (2017) Chinese students' social integration into the university community: Hearing the students' voices. *Higher Education*, 74 (5), 739-756. doi: <https://doi.org/10.1007/s10734-016-0074-0>

R3.5 Spencer-Oatey, H. (2018) Transformative learning for social integration: Overcoming the challenge of greetings. *Intercultural Education*. 29(2): 301–305. doi: <http://dx.doi.org/10.1080/14675986.2018.1425828>.

R3.6 Spencer-Oatey, H. and Dauber, D. (2019) What is integration and why is it important for internationalisation? A multidisciplinary review. *Journal of Studies in International Education*, 23(5), 515–534. <https://doi.org/10.1177/1028315319842346>

R3.7 Spencer-Oatey, H. and Dauber, D. (2019) Internationalisation and student diversity: Opportunities for personal growth or numbers-only targets? *Higher Education*. 78, 1035–1058. <https://doi.org/10.1007/s10734-019-00386-4>

All outputs were subject to a peer-review process and all the journal articles are in high-quality journals.

4. Details of the impact (indicative maximum 750 words)

Impact on individual universities' internationalisation strategies and initiatives

The internationalisation KPI tool, the Global Education Profiler (GEP), [E5.1] has been used by 22 universities over the assessment period in the following countries: Belgium, Estonia, Finland, France, Germany, Republic of Ireland, Italy, the Netherlands, New Zealand, Poland, Romania, Spain, the UK, and Uruguay. It is the only strategic planning tool available to Higher Education institutions that moves beyond structural and compositional benchmarking and provides a meaningful measure of global skills growth. Each university had their own context-specific purposes for running the GEP but, in all cases, it enabled them to gain an institution-wide picture of their strengths and weaknesses in internationalisation. Many used these insights to plan initiatives and improvements. At Durham University, the Dean for Internationalisation 2015-2018, was "impressed by the level of detail that we might be able to glean from the GEP survey which focused on the gap between student expectation and experience over a number of areas key to our strategy (especially social and academic integration, and global opportunities and support)." Durham used the GEP in 2017 and the data "helped us become more aware of the impact that different levels of diversity across departments and Colleges was having on student integration and their opportunities to develop global skills." On the basis of this finding, the University adjusted its recruitment strategy, and this led to a greater range and spread in student diversity. In addition, the GEP data led to a refresh of the Durham Award, which recognises student skills development. The GEP results were used to inform the design of the new Durham Inspired Award, launched in September 2019 with 800 students registered in 2020. [E5.2] The University of Padua used GEP findings to inform staff internationalisation training in the summer of 2020. The Italian university also used the results to underpin a consortium tender to the European Commission regarding initiatives to promote global and intercultural learning. [E5.3]

Impact on the development of university students' intercultural skills

Spencer-Oatey and Dauber's research insights into the nature of global graduate skills and ways of fostering them have been applied to the design of training resources and an e-course on intercultural awareness/skills which have been used to underpin training across the University of Warwick, and at other universities in the UK, Hong Kong, Sweden and Switzerland.

At Warwick, there has been a year-on-year increase in participants, reaching nearly 1000 in 2018-19. Over the programme, participants recorded a 12.7% increase in their intercultural competence. Feedback comments included: "I was able to recognize myself in all of the different sections and become more aware of the way I communicate and interact with others. The content of the course really made me more conscious and aware of these behaviours and patterns therefore, I will be more capable of adapting. I have definitely gained analytical skills to understand communication better." [E5.4, E5.5]

The Deputy Head of the International Office at the University of Applied Sciences, Northwestern Switzerland, said that the e-course had challenged students to reflect on how they were handling particular situations: "In my experience, they often underestimate the impact of cultural

differences in intercultural teams, since they all identify themselves as young, open-minded, well-travelled global citizens. There is also an understandable reluctance to 'rock the team boat' and potentially endanger the project outcome. As an intercultural coach, it is important, however, to encourage students to stretch and grow and learn. Here the e-course content helped greatly." [E5.6]

The training aspect of Spencer-Oatey and Dauber's work was cited in the Russell Group January 2018 response to the Migration Advisory Committee's commissioned report into the impact of international students in the UK. They referred to the importance of intercultural training to maximise the benefits of cultural diversity and used Spencer-Oatey and Dauber's research as an example of best practice. [E5.7]

Impact on internationalisation benchmarking and policy-making at network, national and supra-national levels

The GEP was selected by the Coimbra Group (a consortium of renowned European universities) for internationalisation benchmarking purposes following a presentation by Spencer-Oatey to rectors and vice-rectors of the Coimbra Group, which involved detailed discussions on ways of profiling internationalisation 'performance'. As a result, the Coimbra Education Executive Board (EEB) contracted with i-graduate to run the student and staff versions of the GEP at member universities. Their network-level insights have enabled them to (a) benchmark internationalisation across a significant number of European universities in their network, (b) take the lead in promoting best performance in internationalisation within Europe, and (c) demonstrate to the European Commission (EC) the network's forefront role in achieving this. The anonymous benchmarking is allowing them to assess competencies and develop strategic policies to enhance internationalisation across their network. Thirteen universities participated in phase 1, and further universities are expected to participate in phase 2. Initial findings were presented to the EEB in early September 2019 and attendees reported being particularly impressed by two elements: (a) the role of the GEP in identifying and elucidating areas of underperformance, and (b) the value of this for planning policy development. Full benchmarking results from Phase 1 were presented at a high-level Coimbra network event in Tartu in December in 2019 (attended by Gyula Cserey, Deputy Head of Unit, Higher Education, EC) and this was followed up by a presentation in Brussels to the DG Education, Youth, Sport and Culture of the EC at the end of January 2020. Chair of the Coimbra Group wrote: "Institutions may undertake formal student surveys and evaluations, but these very rarely probe deeply into questions on academic and social integration, language skills, intercultural competence, and opportunities to study or work in another country or culture. Another important, but often neglected, area to survey on internationalisation is the perspectives of staff as educators and administrators. We selected the GEP as the best available tool of its kind to help our members benchmark in key areas of internationalisation." [E5.8]

Within the UK, Spencer-Oatey and Dauber were invited to have a one-hour discussion on 10 October 2019 with Jack Thomlinson (Senior Policy Advisor) and Gemma Turnbull (Senior Policy Advisor International Education) from the Department for Education about ways of implementing the government's internationalisation strategy, including possibilities for benchmarking or developing a kitemark. [E5.9]

Impact on a commercial company

i-graduate is part of the Tribal Group, which offers products and services to the education sector. Tribal Group's Marketing Business Partner said licensing the GEP from the University of Warwick in 2016 fitted well with its portfolio of evidence-based global solutions and services. "In particular, it gave us further opportunity to use our survey experience to gather and analyse data in the area of internationalisation, and subsequently align i-graduate with this evolved view of the internationalisation agenda." Since licensing the GEP, the company has collected data on internationalisation from over 26,000 students and staff who are studying/working in universities

across 14 (primarily European) countries. Tribal Group added: "Globally, the student experience, both for domestic and international students, is central to the majority of Higher Education institutions' strategic decision making processes and, as a result of using the GEP, we as an organisation are able to understand the student experience in an increasingly evidence-based, objective and comprehensive manner. This has meant that we are more effective in helping those operating in education.

"Our customers have cited the value of using the GEP in a range of applications: on an ongoing basis to evaluate the effectiveness of new internationalisation strategies; to benchmark internationalisation across their networks of institutions; to assess and benchmark performance in internationalisation; and to aid the development of students in culturally diverse universities." [E5.10]

Impact on global skills for the workplace

In mid/late 2019 Spencer-Oatey and Dauber received requests for a comparable tool to the GEP with a greater workplace focus. This led them to develop and successfully pilot the *Global Fitness Profiler (GFP)*, which has a three-pronged focus: two developmental factors (the organizational context and employee engagement) and a suite of intercultural competence outcomes. A Chinese electronics company, Oppo, piloted the GFP across one of their departments and found the feedback very valuable, commenting that the GFP "has made us more confident over our team's future development" while it also "allowed us to identify areas needing further development". [E5.11]

5. Sources to corroborate the impact (indicative maximum of 10 references)

E5.1 i-graduate GEP: <https://www.i-graduate.org/services/global-education-profiler-/>.

E5.2 Letter from Dean for Internationalisation, Durham University.

E5.3 Letter from University of Padua, Italy.

E5.4 Warwick report on take-up of intercultural training, growth in intercultural competence as a result of intercultural training, & summary of student feedback.

E5.5 Warwick report on *Working in Diverse Groups* training, including indicative feedback comments from students.

E5.6 Letter from University of Applied Sciences, Switzerland, on using *Working in Diverse Groups*.

E5.7 Evidence of GEP data used in the Russell Group submission to the Migration Advisory Committee on international students (sections 5.7 and 5.8, pg6).

E5.8 Website detailing COIMBRA benchmarking exercise and letter from Chair of the COIMBRA Group.

E5.9 Policy-related email from Dept for Education.

E5.10 Letter from i-graduate Marketing Business Partner (part of Tribal Group).

E5.11 Letter from a commercial company, OPPO.