

Internationalising the Higher Education Landscape

University of
Huddersfield
Inspiring tomorrow's professionals



THE AWARDS
WINNER
2011, 2012, 2013, 2015, 2016

2013
THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR



- HEI Strategic Aims
- Research Study on: International Students and UK Study
- Internationalisation in HE, IoC & The HEA Framework
- Discussion 1
- Discussion 2
- International Academic Staff Research Study (2016-)

HEI Strategic Aims

UoH International Strategic Aims

Huddersfield International Strategic Aims

- To become an increasingly popular destination of choice for world class international students.
- To ensure our international students have an inspiring world class student experience.
- To become ranked as an outstanding international university.

Strategic Aims

- International presence- world-wide regional offices
- Increasing international partnerships
- International Student Support
 - Targeted, contextualised support
- Choice of academic pathways (2+2, 3+1, 2+1+1)
- Diversity in assessment



International Students & Studying in UK HE

Transition, acculturation and adaptation:

- Teaching and learning contextually defined.
- Dramatic augmentation in numbers challenges current practice.
- Acknowledgment of target culture power dimensions, (Lea, 2004).
- Metalanguage influence (Ellis, 2008, Roehr & Genem-Gutierrez, 2009).
- Avoid assumptions of previous experiences (Ryan, 2000).
- Mutual accommodation (Berry, 1997).

- On-line questionnaire embedded in VLE.
- 3 years of data collection 2010-12 (249 responses).
- Sets of balanced questions home experience/Huddersfield experience:
 - Teaching methods
 - Study methods
 - Assessment
- Qualitative and quantitative data sets from each year

Please explain what you feel is the biggest difference between the educational experience you are having here in Huddersfield and the experience you had in your own country:

- Independent study/learning hours - personal time management
- Reading and research
- Critical thinking vs. memorisation
- Plagiarism tolerated at home (referencing)
- Tutor/student: less power distance in UK
- Practical application of theory
- Non-explicit explanations of task completion
- Types of assessment
- Language
- Library
- Classroom activities (group etc.)
- Extensive use of technology

What do you think could be done to improve your learning experience in the UK?

- Self – reliance for improvement
- Class time/directed learning (more?)
- Breadth of resources (more guidance?)
- Improved intercultural understanding
- Scaffold assessment tasks (metalanguage)
- More formative assessment
- Explicit teaching of fundamental concepts
- Challenge of discursive writing
- English & skills classes

Internationalisation in HE, IoC & The HEA Framework

Case Study of the University of Huddersfield
PgCHE Programme

- Session run as part of our University wide PgCHE programme.

Aim: This session will focus specifically on how we, as academics, integrate an international, intercultural and global dimension into the delivery of UK HE. It will focus on:

1. The challenges surrounding teaching diverse multicultural student classrooms.
2. How the HEA framework can help us reflect on our practices.
3. How we are internationalising our teaching- otherwise referred to as 'IoC' or 'internationalising the curriculum.'

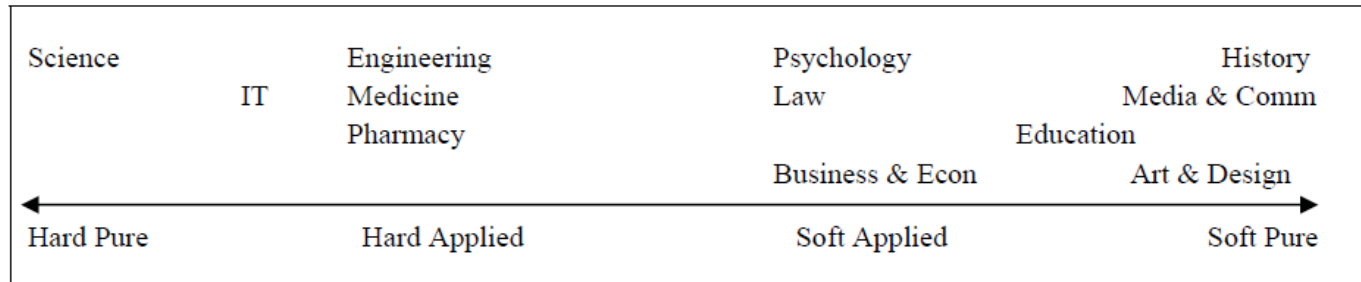
- **PgCHE 2014:** Focused purely on Internationalisation research. No application to T&L.
- **PgCHE 2015:** Research + asked staff their opinions/ thoughts on Internationalisation and T&L. Shared HEA framework.
- **PgCHE 2016:** Utilising Lasek (2013) as a tool to promote higher level engagement for specific 'IoC' development. Shared HEA framework.

‘The aim of ‘IoC’ is to produce graduates who see themselves as **not only being connected with their local communities but also as members of world communities** (with global perspectives, cross-cultural communication, empathy, intercultural competence etc.)’
(p.104).

- Internationalisation of the curriculum should be a **planned, developmental** and **cyclical process**, that uses the **imagination** in any discipline.
- There is on-going confusion about what 'IoC' means in practice. A lack of clarity is a **major blocker** to a university achieving this strategy (Knight, 2006).
- If we want to internationalise the university, we must '**internationalise the faculty**', whilst recognising the differing cultures among different scholarly fields with respect to internationalisation.' (Stohl, 2007, p.368)

Engaging the Disciplines in 'IoC'

Clifford (2009)

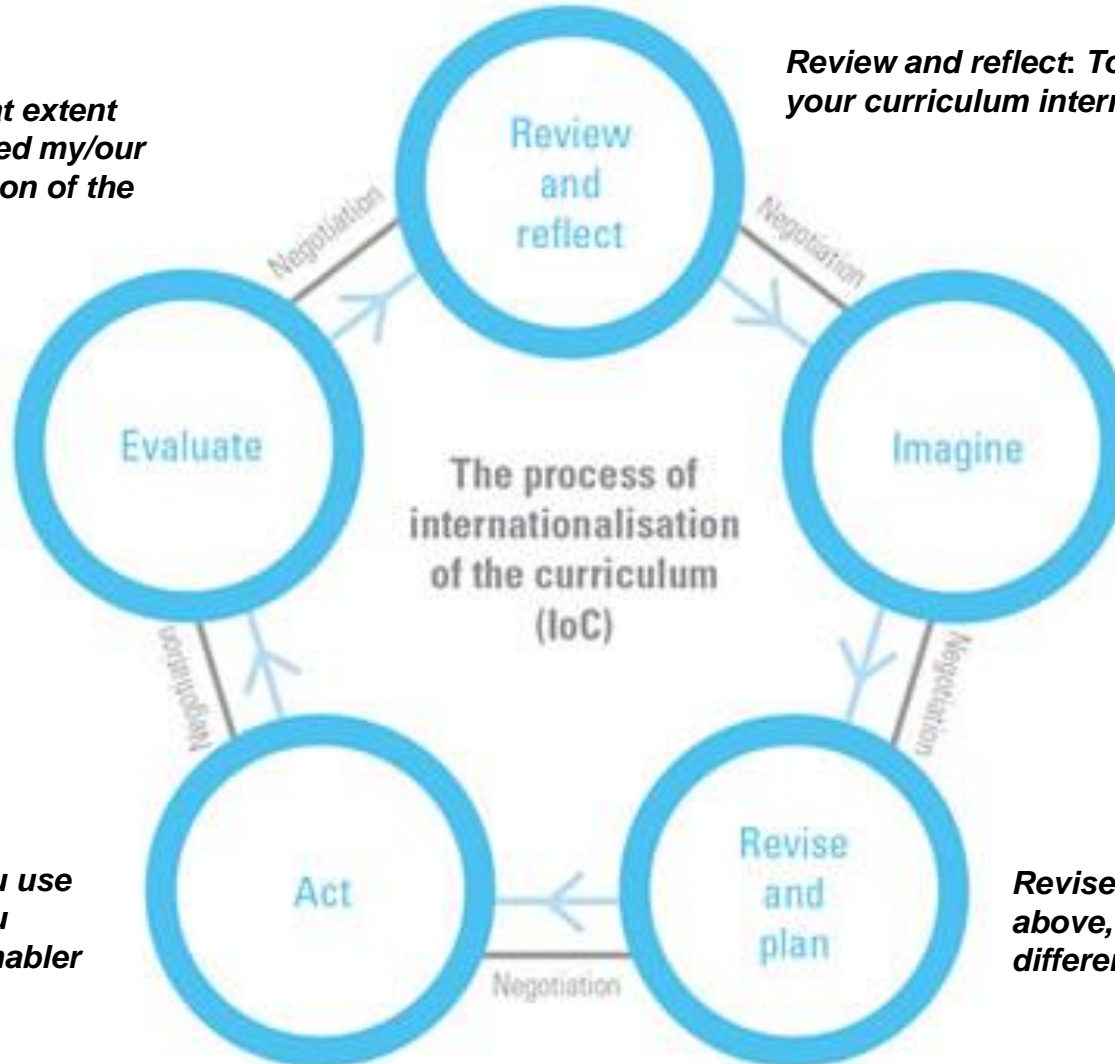


- Resistance to 'IoC' from **hard pure** disciplines- "we are already international."
- **Hard applied** to **Soft** disciplines- real world cases, context and application considered.
- Recommended: Improve CPD for staff to work with overseas colleagues to broaden their own international awareness.

The IoC Process (Lasek, 2013)

Evaluate: To what extent have I/we achieved my/our internationalisation of the curricula goals?

Review and reflect: To what extent is your curriculum internationalised?



Imagine: What other ways of thinking and doing are possible?

Act: How will you use or how could you overcome this enabler or blocker?

Revise and plan: Given the above, what will you do differently in your programme?

- Facilitating mixed language classes?
- Managing the expectations of different learners?
- Shared examples of 'good practice' IoC.
- IAS thoughts on international students.
- Disciple 'limitations' and departmental 'conflicts.'
- Resources to enable IoC to develop.
- Is there a 3rd way?

HEA International Framework 2014



Example: Activity Strand

- What is being done within your **institution** to put these into practice currently?
- What are **you or your students doing** to put these into practice?
- Do you think any of these are **problematic**, and if so why?



Use on PgCHE programme to:

1. Inspire reflective questions.
2. Understand interdependency of strands in creating a effective, efficient and successful international institution.
3. Enable faculty from a variety of disciplines to listen to each others views and consider specific School/ departmental application.
4. Develop more collegial and collaborative ways of working.

1. What are your thoughts on the internationalisation strategies adopted and implemented at QMUL?
2. How do you feel as academics you deal with issues surrounding 'IoC'?
3. Do you feel the HEA framework could be used to inspire discussions and provoke internationalisation questions here at QMUL?

Many thanks for your participation and time
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International Academic Staff Research Study (2016-)

Are UK Higher Education Institutions doing
enough to Integrate International Academic
Staff (IAS) into their Working Environment?

- Roughly **54,995** IAS currently work in UK HEIs out of 198,335 academics 28.3% (HESA, 2016).
- In 2013, the University of Nottingham reported that **58% of UK HEIs** now see IAS recruitment and international staff mobility as being important.



- There is a lack of focus on contributions made by IAS, in favour of international student contributions to campus **life** (Walker, 2015; Green & Myatt, 2001, Kim & Locke, 2010).
- Focuses on the impact on academic identity: transitioning from one academic environment into **another** (Balasooriya, Asante, Jayasinha, & Razee, 2014).
- Details how IAS struggle to cope with different student cohorts and educational settings (Garson, 2005).
- Suggests IAS members feel HEIs have little interest in tapping into their prior experiences (Maadad, 2014).

Theoretical Approach

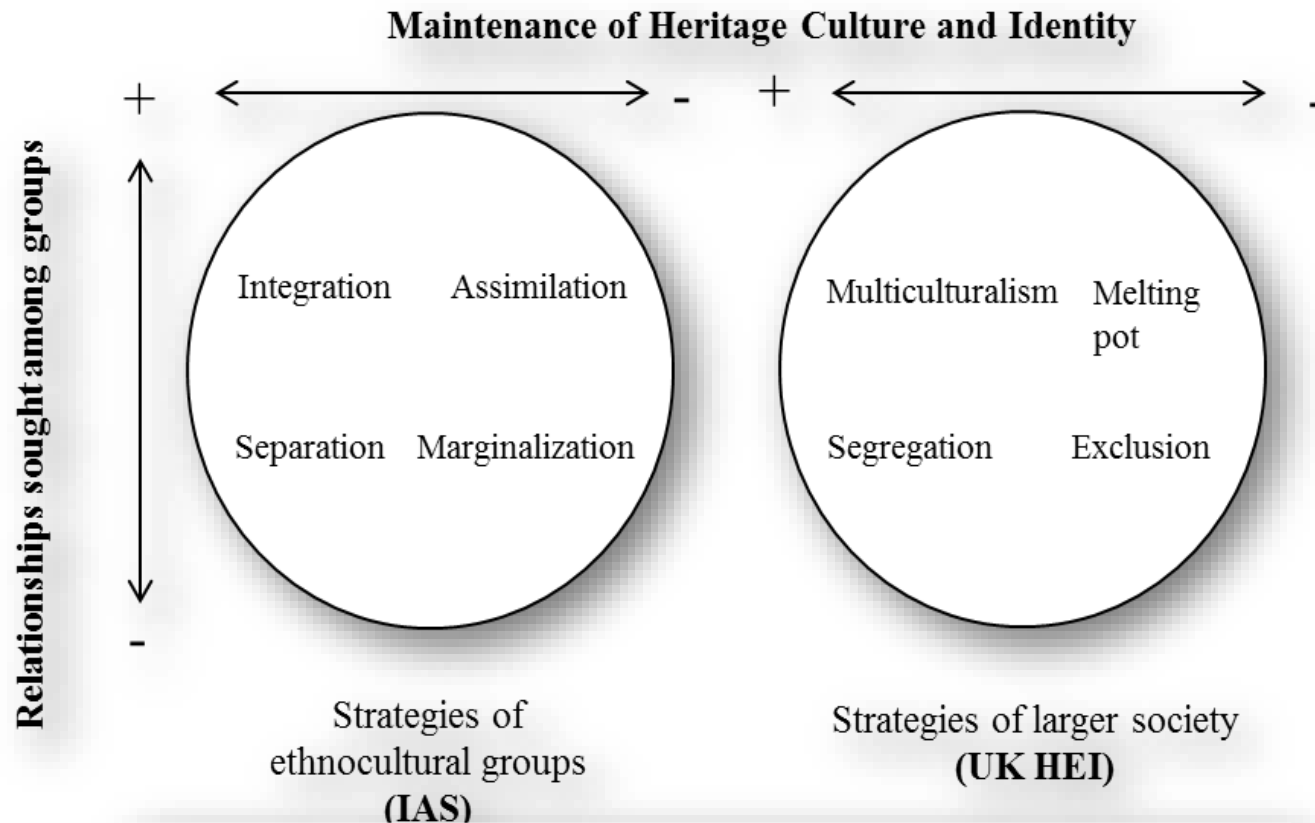


Figure 1: Berry (2008) Intercultural strategies in ethnocultural groups and the larger society, (p. 332)

- Northern UK Post 1992 HEI.
- Semi-structured interviews.
- **18 respondents** across Business, Computing and Engineering, Humanities, Applied Sciences and Art Design and Architecture.
- Qualitative data – thematic analysis.
- Focus on how IAS are adapting to UK work and how accommodating the HEI is towards them.

Preliminary findings: *IAS Integration & Assimilation*

Integration

- Self - directed behaviour to develop understanding of new culture.
- Polite, willing, out-going behaviour - lubricates (facilitates) new relationships.
- Acknowledgement of 'otherness.'
- Steep learning curve/survival instincts - adaptability necessary for success.

Assimilation

- Search for commonality.
- Rely on (exploit?) colleagues' good nature.
- Agency – recognising a need for assimilation.
- Adaptation is a process.

Preliminary findings: *IAS Segregation & Marginalisation*

Segregation

- IAS find themselves as a discreet group among domestic colleagues.
- Adaptation is a process (separate at first).
- Lack of guidance around processes and procedures leads to anxiety.
- Lack of support for pedagogical practice leads to anxiety – move from teacher to student centred learning.
- IAS seem to feel domestic faculty (UK) are not always accommodating.

Marginalisation

- IAS did not report feeling marginalised.

Preliminary findings: *HEI Multiculturalism & Melting Pot*

Multiculturalisation

- International student recruitment and IAS recruitment.
- International networks form and exist.
- Openness and freedom to express in UK HEI culture.
- Not always accommodating.

Melting Pot

- HEI lack of awareness of 'otherness.'
- No evidence yet of UK fully embracing other cultural experiences/ behaviours, changing UK HE identity.

Preliminary findings: *HEI Segregation & Exclusion*

Segregation

- HEI inductions are seemingly too weak.
- IAS call for expectations to be made clear from the outset - without this difficult to cope & engage in professional life.
- No recognition by HEI of real needs of IAS- forcing them to identify informal own support networks (usually from other IAS academics).
- More internal events to promote cross-cultural understandings and develop more diverse networks.

Exclusion

- HEI seemingly fails to acknowledge difference but no evidence of purposive marginalisation.

Initial Conclusions: IAS

- Integrated IAS *not as result of an internationalised HEI*, but because of informal networks and need to adapt to survive in the new culture.
- Assimilation is propelled by the individual not facilitated by the HEI.
- Lack of consideration and understanding of difference by domestic faculty and the HEI can lead to segregation.
- Above can lead to feelings of marginalisation.

- Ideal of a multicultural HEI partially fulfilled.
- Concept of melting pot not acknowledged by IAS or facilitated by HEI.
- HEI does not impose or force exclusion or segregation
- However, lack of HEI structures for inclusion and diversity can create feelings of segregation.
- HEI should consider making 'reasonable adjustments' including:
 - Better induction programmes
 - Mentoring schemes
 - IAS specific office –accommodation, visas etc.
 - Written resource for HEI Procedure and Policy
 - Terms of reference
 - Social events
 - Subject specific teaching support