

**2019**

**AIEA Annual Conference**

*What's Next?*

*Possibilities and Probabilities  
in the Future of International  
Higher Education*



# **Internationalization's Weak Link: Non-academic Staff as Game- Changers**

Sabine Pendl, EAIE President

Lea Senn, Università Cattolica del Sacro Cuore in Milan

Marina Casals, Universitat Rovira i Virgili



Co-funded by the  
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of the European Union

# Thank you for tweeting!

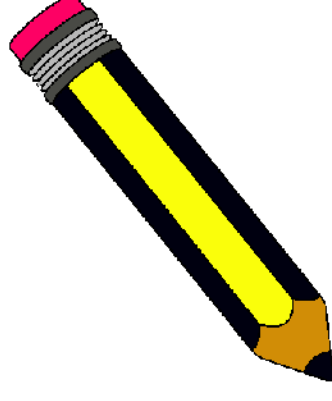




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# Thank you for responding to these three questions



 Co-funded by the Erasmus+ Programme of the European Union 

*Thank you for taking 1 minute to respond to these questions after the session. You can leave this paper in your seat or hand it to one of the presenters. Your answers will help in the quality assurance of the SUCTI Project. We thank you for your collaboration.*

Mark a number (0 = Not at all, 10 = Totally)

- How well-informed do you feel about the SUCTI project now?  
0 1 2 3 4 5 6 7 8 9 10
- How convinced are you that Internationalisation of staff is important?  
0 1 2 3 4 5 6 7 8 9 10
- How well is your institution set up for Internationalisation of staff?  
0 1 2 3 4 5 6 7 8 9 10

*Thank you!*  
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# Who are we?

**Sabine Pendl:**

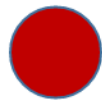
**President of the European Association for International  
Education (EAIE)  
University of Graz (Austria)**

**Lea Senn:**

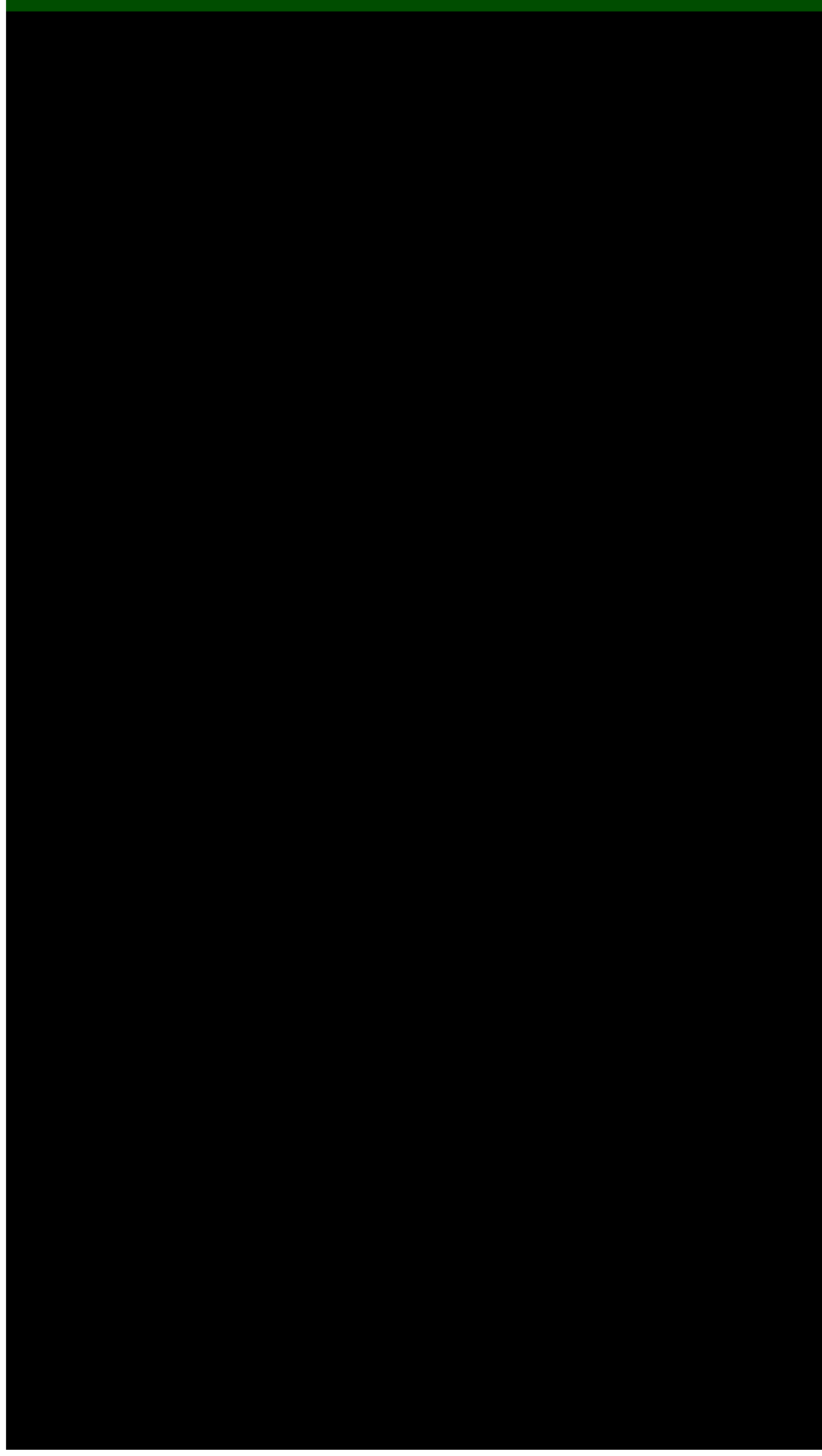
**Università Cattolica del Sacro Cuore in Milan (Italy)**

**Marina Casals:**

**Universitat Rovira i Virgili (Spain)  
Coordinator of the SUCTI Project**



# Who are we?



# Who is targeted by our internationalization efforts at our institutions?

**Students**



**Academics**

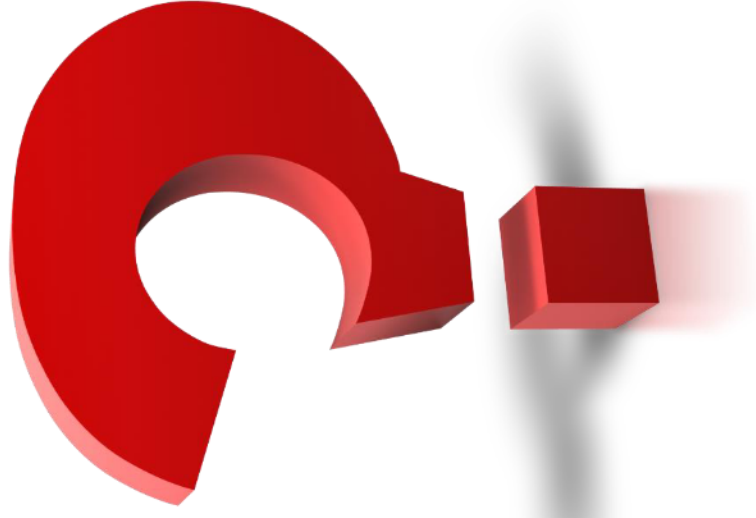


***But internationalisation does not work without the non-academic staff!***





**Do you think your  
institution is doing  
enough in this  
sense?**

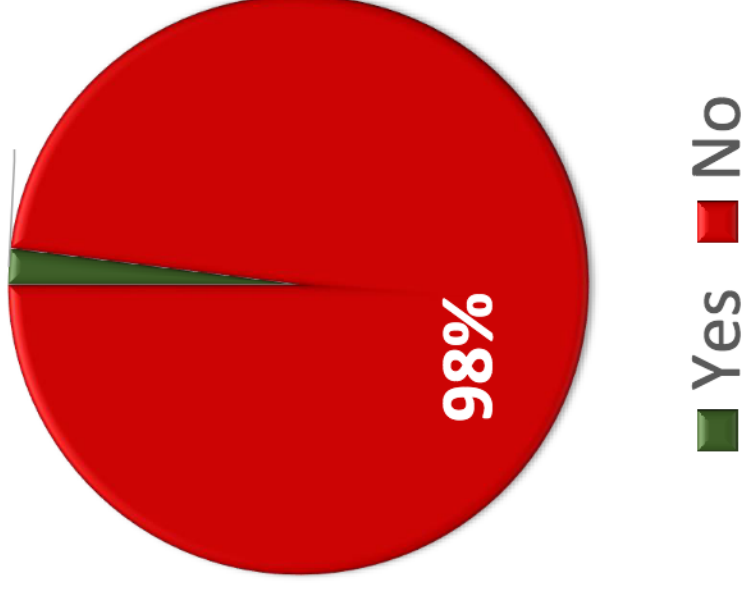


**YES**



**NO**

# Prior results



(Source: ca. 400 responses, EAIE Conference 2017 and 2018 + NAFSA 2018)





# Internationalization of the whole institution?





# Why should we empower non-academic staff?

Let me refer to the concept of **Internationalization at Home?**

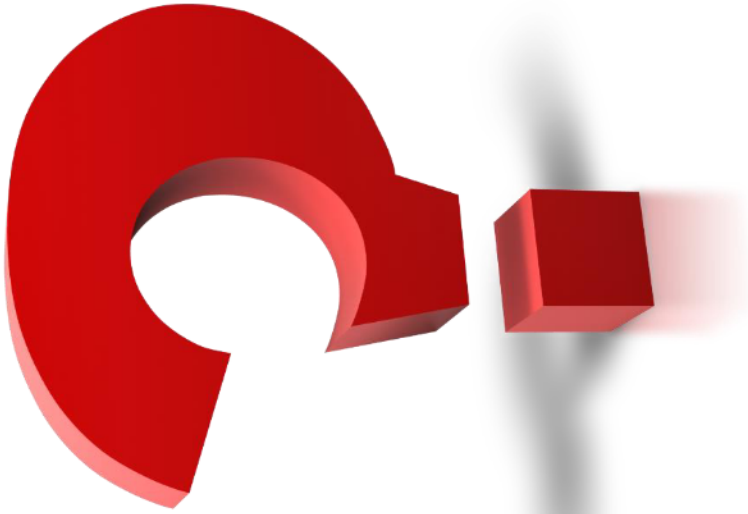

What percentage of students do we send abroad?

What happens to the rest? Don't they deserve to build international  
competencies as well?

How many non-academic staff do we send abroad?

Do you offer this possibility?

What happens to the rest?



**What measures  
can we take to  
internationalise /  
empower non-  
academic staff?**



# Measures

- Mobility
- Training
- Job shadowing
- Sharing of information
- Language training
- International weeks

(Source: EAIE Conference 2017+ NAFSA 2018)

*Any other?*

# What are the needs of administrative staff?

*Understanding the  
institutional strategy  
(67.8%)*

*Understanding  
internationalisation  
itself (57.2%).*

(Source: SUCTI Report on Training Provision  
on internationalisation for administrative  
staff in European Higher Education)

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# What can Universities do?

## How can we create a systemic change?



**Systemic change = Staff mobility**



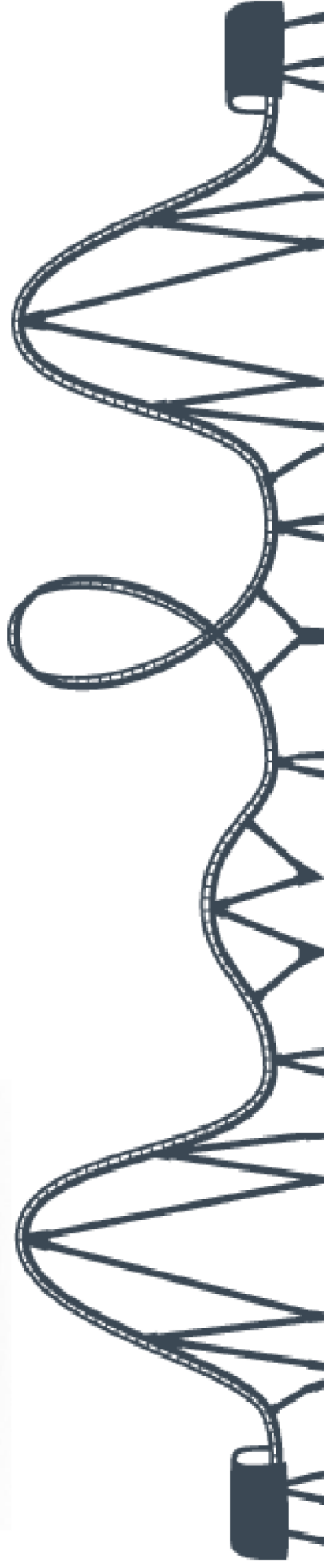
- What is the profile of staff going on mobility?
- What obstacles may they find?
- What happens when they come back to their job?



# Let us tell you how this story begins...



# Once upon a time... for an International week







# HISTORY

2011: Training course on internationalization for staff



1 course/yearly at URV



Exported and shared:





# TRAIN THE TRAINERS



# NOW

## Erasmus + Strategic Partnership Project 2016-2019



### Amazing consortium:



UNIVERSITAT POLITÈCNICA DE CATALUNYA  
BARCELONA  
UPC Chair of Higher Education Management



ADAM MICKIEWICZ  
UNIVERSITY  
POZNAŃ

U. PORTO



UNIVERSITÀ  
CATTOLICA  
del Sacro Cuore

JUSTUS-LIEBIG-  
UNIVERSITÄT  
GIESSEN

G|I

Global Impact Institute



# Kick-off





# SUCTI TTT in Poznań April 9-13 2018



# Contents of SUCTI?

**What are the main learning  
outcomes of SUCTI?**

**Which course contents would you  
include?**

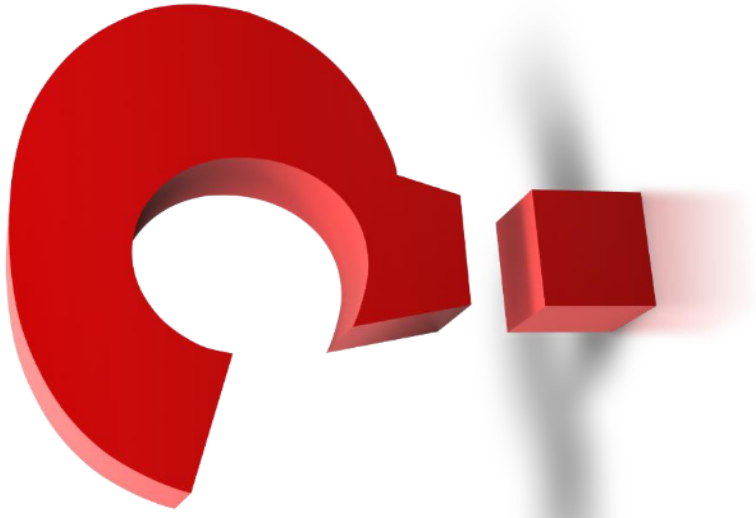
**What messages would you want  
to transmit so that participants  
become agents of  
internationalisation?**



# Contents of SUCTI?

- **Internationalisation: what is it? Basic concepts?**
- **Global trends...**
- **Rankings. What are they? Where is our institution in the rankings?**
- **Intercultural communication**
- **What is my HEI doing in Internationalisation?**
- **What does my country do? Why do students come to my HEI?**
- **What can I do?**

**What do you think is the  
most effective means to  
internationalise non-  
academic staff?**



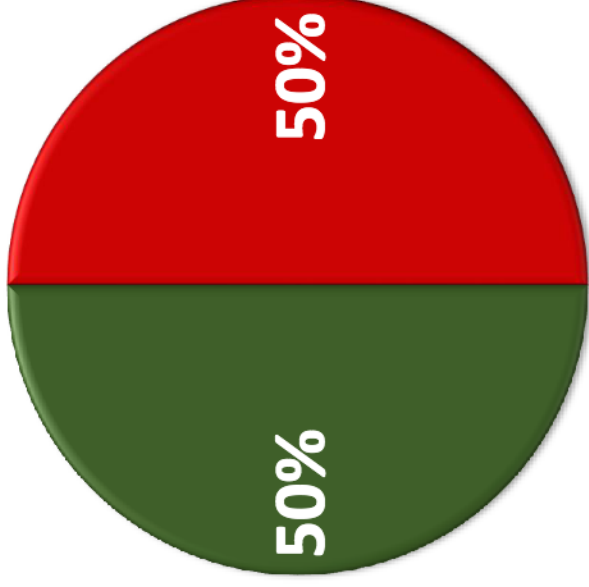
**Experience Abroad**



**Training**



# Prior results

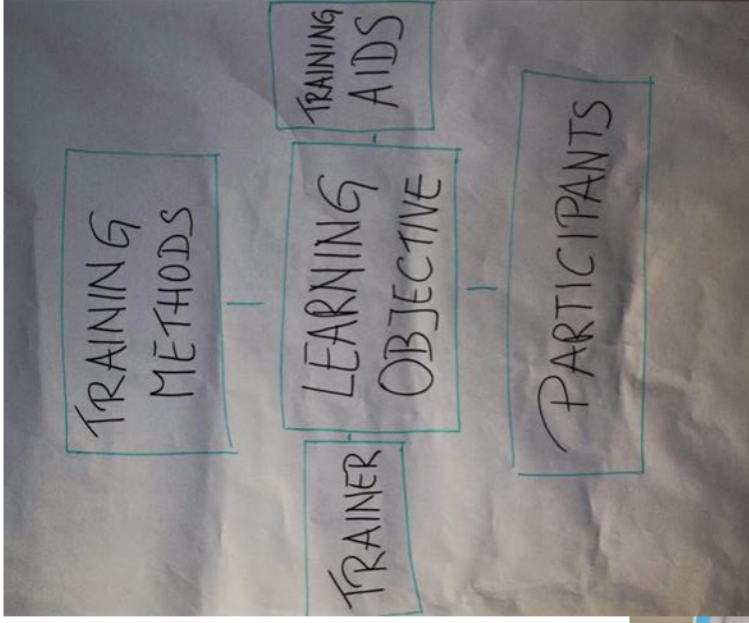


■ Experience abroad ■ Training

(Source: ca. 400 responses. EAIE Conference 2017 and 2018+ NAFSA 2018)

# The training of SUCTI trainers

Adult Learning



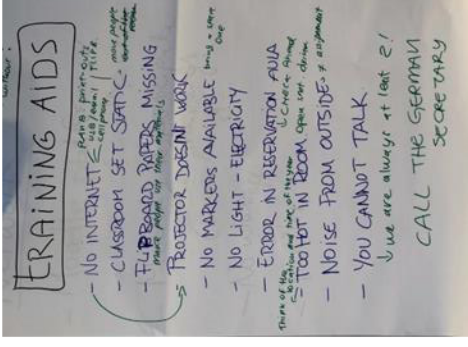
Comprehensive Internationalization



Delivery Strategies



Intercultural Communication



## Training Methods

# Engaging the institution

**The trainers have been trained, now what?**

- A) Getting the buy-in from the institution**  
(or dealing with the institutional politics)
- The leadership: establishing clear value proposition/benefits
  - HR: sell the training as an university-wide professional development opportunity
  - Unit/office managers: SIO outreach



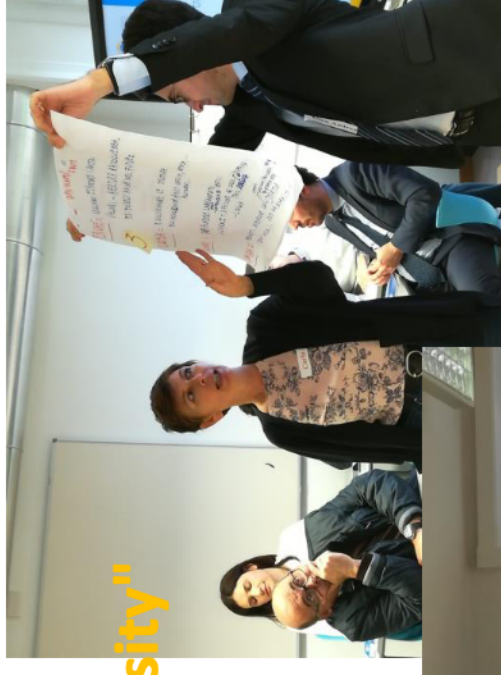
**B) Selecting the participants** (with some steering from the International Office)

- Option 1: volunteers
- Option 2: sacrificial lambs
- Option 3: a combination of both Options 1 and 2

**Reality check**: Not all managers jumped at the opportunity of relinquishing their staff for 3 mornings, and many participants had some apprehension at the prospect of participating in the workshop.

# In-house training: the building of a cohesive force for change

"A daily requirement to have "internationalisation" on one's mind "



"The challenge of diversity"

"Integration"

"Enrichment"



"Openness"

"Wanting to be involved"



"Transformation"

"Care for the work of others"

# The next steps

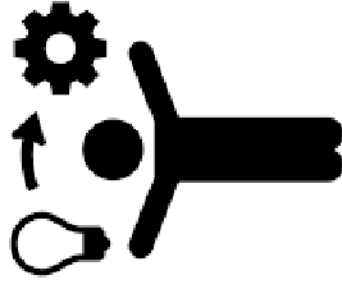


## A) Dissemination:

- Workshop participants (newly trained staff): of their own initiative talk to their colleagues, share their experience.
- Unit/office managers/HR: set-up within their units moments of sharing based on the positive experience communicated by their staff.
- Leadership/HR: adopt the training model as internal best-practice and assist to multiply formal training opportunities to existing and new staff.

## B) Implementation:

- Workshop participants: apply in their daily work the perspective and approach learned in training.
- Unit/office managers: provide the support to encourage their staff to apply what they've learned.
- Leadership: reinforce in the university mission statements and messages to staff the internationalization process with which staff associate their work.





# Findings in Germany

## Inhope Study

**10,000+ responses  
over 3 years**

**60+ % of non-academic  
staff would be interested  
in internationalisation  
trainings**

**Only 11% have participated**

**About 50% feel not  
properly informed about  
any offer**

# SUCTI survey amongst institutions

180 responses

*48.3% have general staff  
training programme*

*Only 27% provide training  
on internationalisation*

(Source: SUCTI Report on Training Provision on internationalisation  
for administrative staff in European Higher Education)

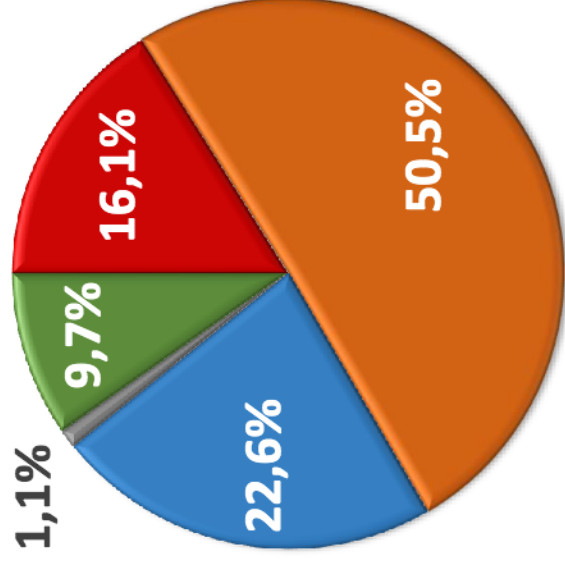
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# Perceived effects of training

**66.6% perceive trainings  
as effective**

**Main reasons**

- Content (85.5%)
- Quality of trainers (71.0%)
- Alignment with institutional needs (56.5%)



- Very effective
- Effective
- Ineffective
- Very ineffective
- Don't know





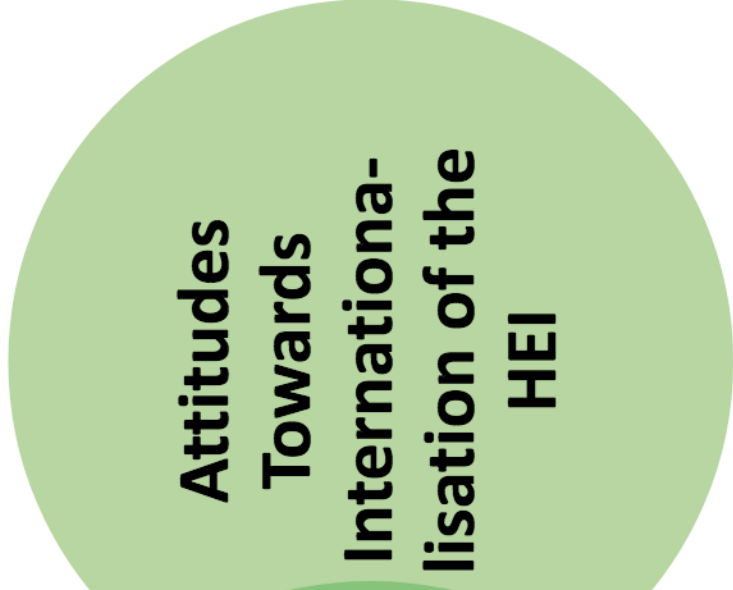
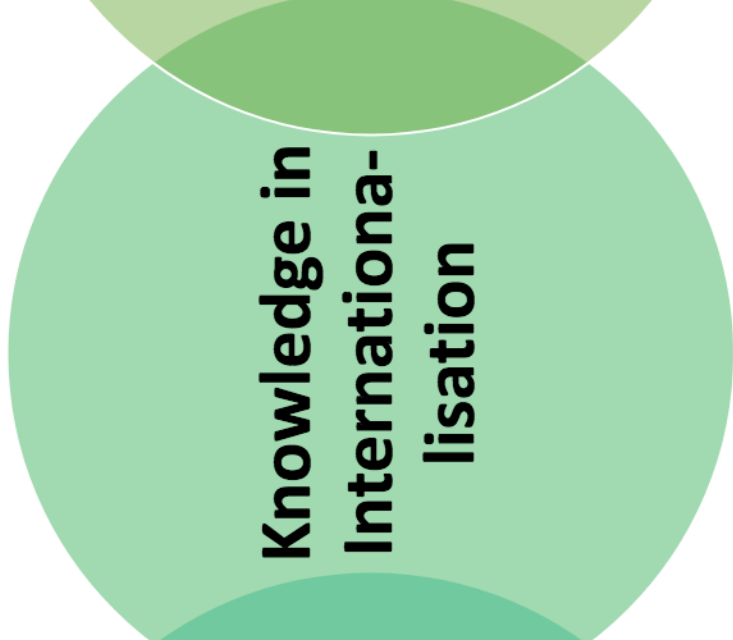
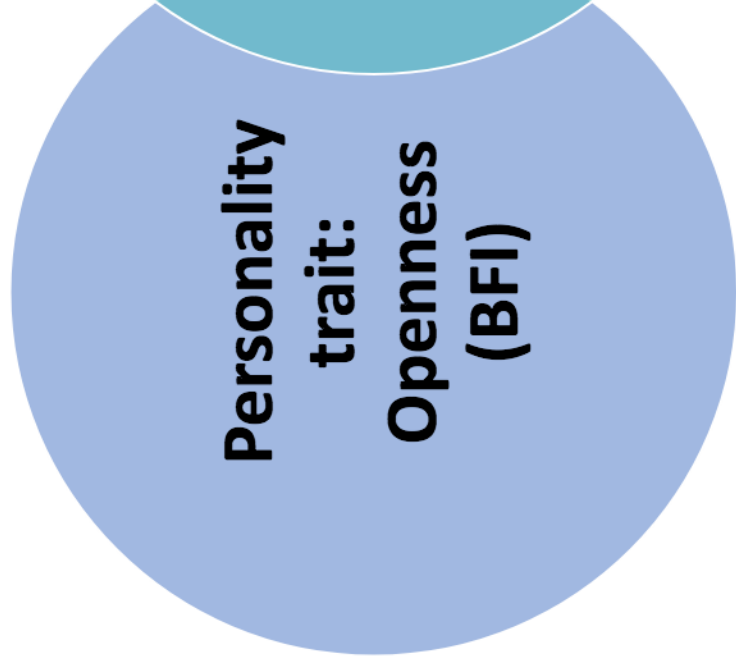
# MEASURING RESULTS

Going from a hunch to hard data...



# MEASURING RESULTS

## Indicators





# MEASURING RESULTS

## Significance

- Ensure that results are not accidental.

(Level .05)

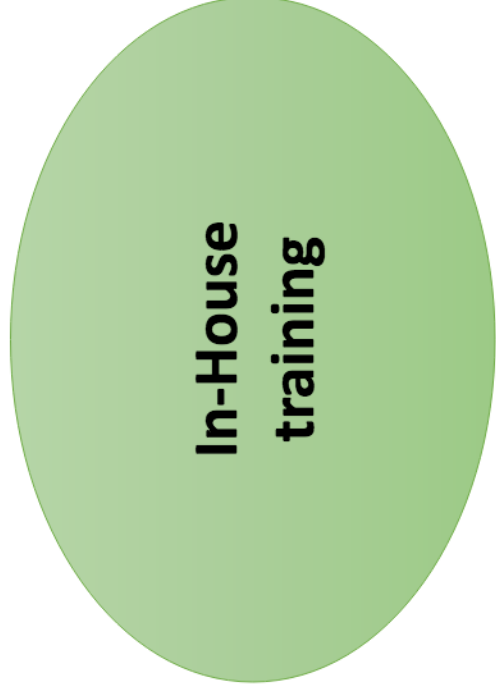
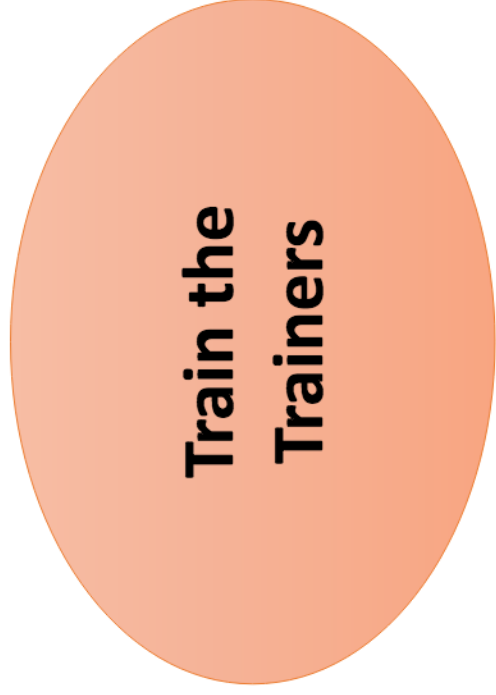
## Effect size

- Ensure that the difference also means something.

(small:  $.2 < 0.5$ ,  
medium  $.5 < .8$ ,  
large  $.8 > \dots$ )



# MEASURING RESULTS





# MEASURING RESULTS

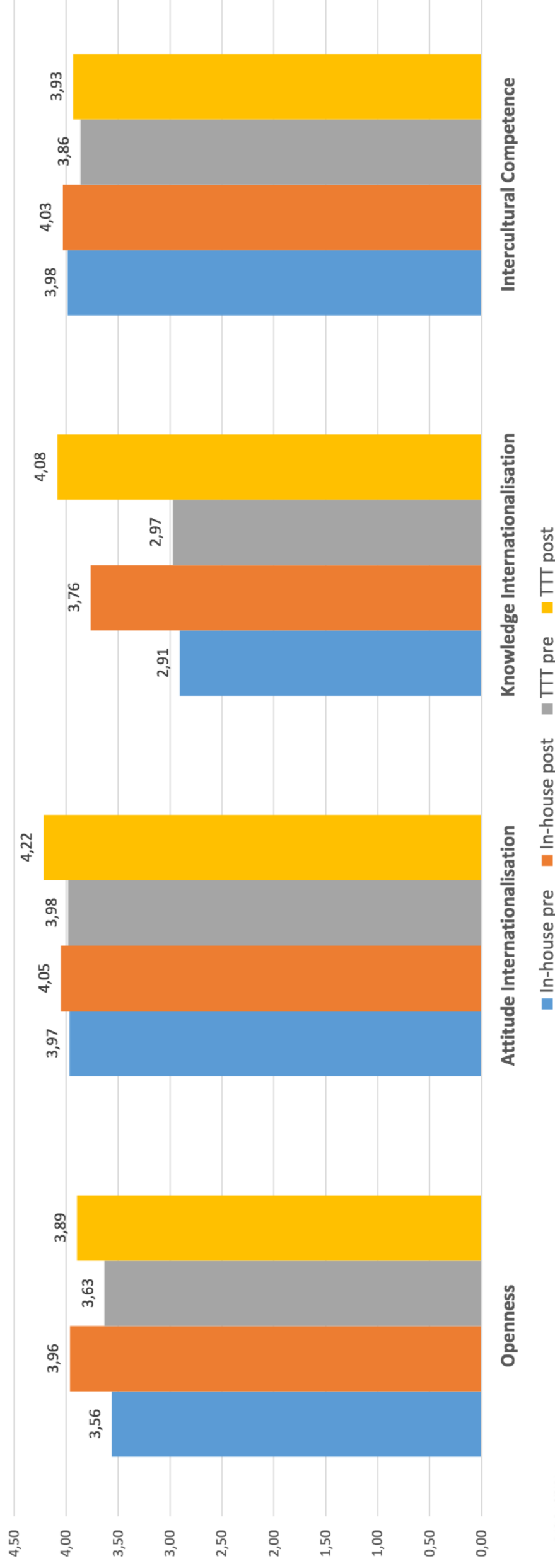
|  | BFI  | Internationality | Knowledge | ISS total |
|--|------|------------------|-----------|-----------|
| <b>Averages Post TTT</b>               | 3.89 | 4.22             | 4.08      | 3.93      |
| Averages Post Partner 1                | 4.18 | 4.13             | 4.29      | 4.25      |
| Averages Post Partner 2                | 3.96 | 4.01             | 3.61      | 3.96      |
| Averages Post Partner 3                | 4.14 | 4.18             | 3.80      | 4.17      |
| Averages Post Partner 4                | 3.62 | 4.02             | 3.08      | 4.00      |
| Averages Post Partner 5                | 3.75 | 4.02             | 3.77      | 3.83      |
| Averages Post Partner 6                | 4.01 | 3.94             | 3.62      | 4.00      |
| <b>Averages all in-house trainings</b> | 3.96 | 4.05             | 3.76      | 4.03      |
| <b>Averages TTT plus in-house</b>      | 3.95 | 4.07             | 3.80      | 4.02      |

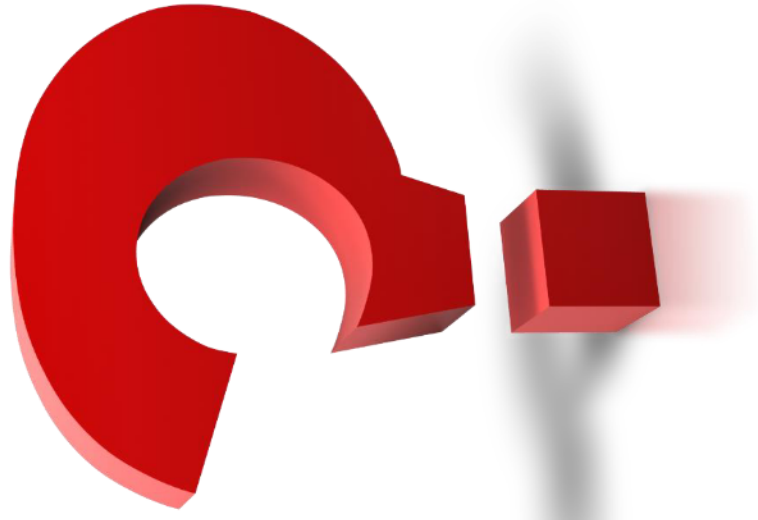


# MEASURING RESULTS

## Findings first phase:

### TTT and In-house

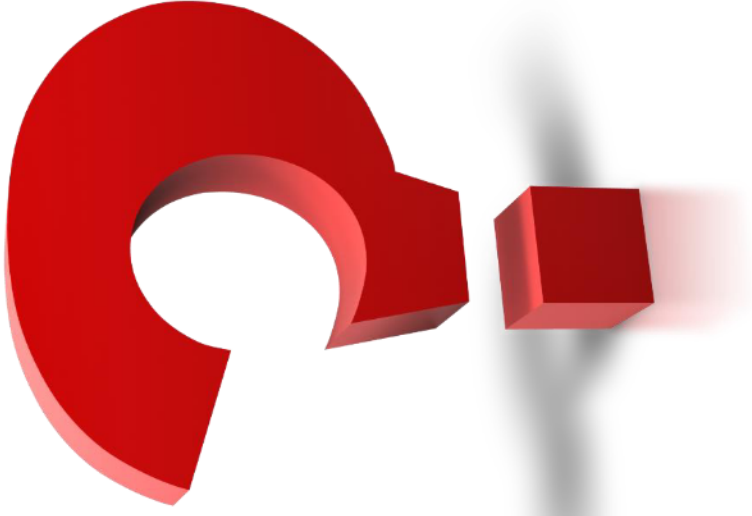




**In a perfect world, if  
you could do anything,  
what in-house training  
offer would you put in  
place at your  
institution?**



# Do you think SUCTI would work in your institutional setting?



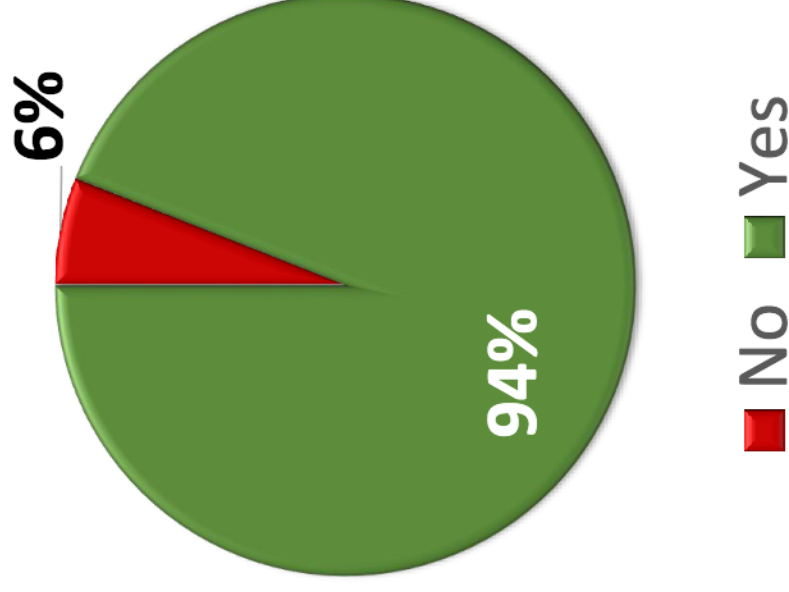
**Yes**



**No**



# Prior results



(Source: ca. 400 responses. EAIE Conference 2017 and 2018+ NAFSA 2018)

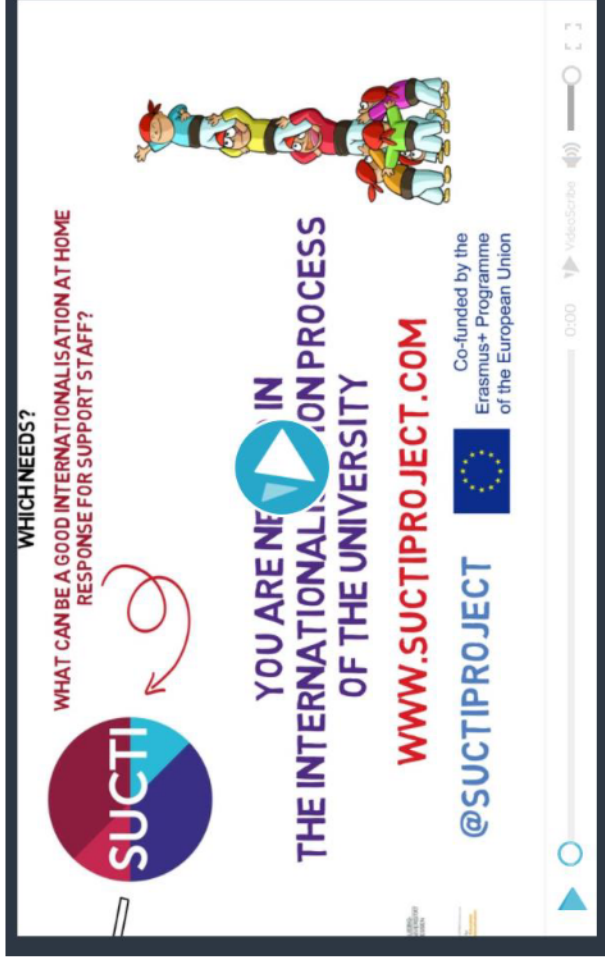


# Who are we?





# SUCTI Video



<http://sho.co/1A2EK>



# Thank you for your attention!



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