CELEBRATING THE DIFFERENCE: HOW INSTITUTIONS CAN MANAGE INTERNATIONAL DIVERSITY

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International (non-EU) students at the University of Warwick by year

Diversity – Population: Top 10 Then and Now

2002

2012

Universität Bremen

The University of Warwick
University of Warwick Erasmus participants

Every Student is an International Student
Every Student is an International Student: What does it mean?

Every student, whether she comes from Addis Ababa, Barcelona or Coventry, is an international student at the University of Warwick. This may include:

- spending some or all of their period of study in a country other than their own;
- studying, researching, and taking part in structured social, cultural and sporting activities with students from other countries;
- learning other languages,
- or a combination of some or all of these activities.

• All students will be able to acquire intercultural skills, and have the ability to reflect on these experiences in ways that contribute to their personal learning and development.

• Warwick graduates will be distinguished by their capacity to act as global citizens, with the personal and professional competence to be successful in an inter-connected world.
Top two items:

- An ability to work collaboratively with teams of people from a range of backgrounds and countries;
- Excellent communication skills: both speaking and listening
‘Global Graduates’

Are we developing these skills in our graduates?

Current situation:
  • Activities to promote interaction & ‘mixing’.
  • Success often ‘measured’ by number of participants of different backgrounds.

But is this sufficient?
## Student Barometer Feedback

<table>
<thead>
<tr>
<th></th>
<th>UK</th>
<th>Non-UK</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my close friends are the same nationality as me.</td>
<td>76.9%</td>
<td>42.1%</td>
<td>65.3%</td>
</tr>
<tr>
<td>In my leisure activities, I often mix with people from different countries.</td>
<td>65.4%</td>
<td>79.1%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Working in groups on my course is difficult when members are from many different countries.</td>
<td>22.5%</td>
<td>20.4%</td>
<td>21.8%</td>
</tr>
<tr>
<td>I learn a lot when doing group work with people from different countries.</td>
<td>59.9%</td>
<td>83.7%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Developing the intercultural skills to work effectively in global contexts is important to me.</td>
<td>76.8%</td>
<td>94.1%</td>
<td>82.6%</td>
</tr>
<tr>
<td>My experiences during my degree programme are helping me develop intercultural skills</td>
<td>63.1%</td>
<td>87.7%</td>
<td>71.4%</td>
</tr>
</tbody>
</table>
The Challenge of Group Work

328 students added a comment on group work (most comments made by UK students):

- lack of opportunity for mixed-nationality group work or for group work at all (!)
- their feelings towards group work in general;
- how they felt about mixed-nationality group work;
- factors that affected how valuable they found group work to be.

Many students extremely positive:

“It is indeed difficult but it gives a great opportunity to learn about different conceptions and visions on things. Meeting people from all around the world may be the best thing that happened to me this year.” [French UG]

“It is incredibly helpful due to the number of perspectives and approaches. I am glad I have not had to work with large groups of single-nationality students, including my own nationality.” ['Other' UG]
The Challenge of Group Work

Impact of English language proficiency:

e.g. “Some of the English is a LONG way from the level of native English speakers - particularly from the Chinese students I have worked with. It results in additional workload to check they’re written contributions and ultimately damaged the marks for the rest of the group. THIS IS INFURIATING FOR ALL ENGLISH-SPEAKING STUDENTS AND SYSTEMS SHOULD BE IN PLACE TO PREVENT IT!” [UK PG]

The Challenge of Group Work

Two complaints from UK students:

• Impact of poor English language proficiency;
• Differences in participation styles.
What are we doing?

1. Strategies in the classroom
2. A cosmopolitan campus
3. Three-stage training programme for outgoing study abroad students
4. Diversity calendar

1. Strategies in the classroom

Managing the multi-cultural classroom/ seminar/lecture/laboratory:

http://www.heacademy.ac.uk/teaching-international-students
2. A cosmopolitan campus

- Student accommodation
- World@Warwick Society
- One World Week
- Multi-faith Chaplaincy Centre
Student accommodation

- Ensure an appropriate balance of Home/EU and overseas students in residences
- Within some of our halls we have a limited amount of single sex flats or corridors, however most of our accommodation is mixed sex and although we try to meet requests for single sex accommodation it is not always possible for us to do so. You can show a preference for a single sex area when you apply.

Security
Sports

World@Warwick

Calling ALL students: British, Erasmus or International...

INTERNATIONAL isn’t about where you come from, it’s a way of life! At Warwick we have one of the most multi-cultural student communities in the UK. World@Warwick seeks to make the most of that.

Whether you’re from Coventry, China or the Caribbean, whether you want to boost your CV, network with people from around the world, learn, practise or teach a language, go on tour, share your culture, or just take your social life GLOBAL...

...We have something for YOU!

World@Warwick is completely FREE to join (no need to pay Socs Fed fees)

Log In and JOIN NOW
The Chaplaincy provides the provision of pastoral and spiritual care to all members of the University community, of all faiths and none.

We provide a space for worship and quiet reflection and the leadership of religious worship. The Chaplaincy also has a dedicated Islamic Prayer Hall.

Come to us with...

- Personal issues, e.g. where can I find support in my life?
- Vocational issues, e.g. what should I be doing with my life?
- Theological issues, e.g. where is God in my life?
- Enquiries about the use of the Chaplaincy building for religious, social and community functions
Any questions?

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