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
Thank you for tweeting!

@suctiproject
#SUCTI #AIEA2019
Thank you for responding to these three questions

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

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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:
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

(Source: ca. 400 responses. EAIE Conference 2017 and 2018+ NAFSA 2018)
The training of SUCTI trainers

Adult Learning

Delivery Strategies

Comprehensive Internationalization

Training Methods

Intercultural Communication
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"

"Openness"
"Wanting to be involved"

"Integration"

"Enrichment"

"The challenge of diversity"

"Care for the work of others"
"Transformation"
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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66.6% perceive trainings as effective

Main reasons

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

Going from a hunch to hard data…
MEASURING RESULTS

Indicators

- Personality trait: Openness (BFI)
- Intercultural Competence (ISS)
- Knowledge in Internationalisation
- Attitudes Towards Internationalisation of the HEI
MEASURING RESULTS

Significance

➢ Ensure that results are not accidental.

(Lever .05)

Effect size

➢ Ensure that the difference also means something.

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

(AIEA2019 | www.aieaworld.org)
MEASURING RESULTS

Train the Trainers

In-House training

Pre-survey

Post-survey

Post-post survey

(3/4 months later)
## MEASURING RESULTS

<table>
<thead>
<tr>
<th></th>
<th>BFI</th>
<th>Internality</th>
<th>Knowledge</th>
<th>ISS total</th>
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<tr>
<td><strong>Averages Post TTT</strong></td>
<td>3.89</td>
<td>4.22</td>
<td>4.08</td>
<td>3.93</td>
</tr>
<tr>
<td>Averages Post Partner 1</td>
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<td>4.13</td>
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<td>Averages Post Partner 2</td>
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<td>4.01</td>
<td>3.61</td>
<td>3.96</td>
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<tr>
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<td>4.18</td>
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<tr>
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<td>4.02</td>
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<tr>
<td>Averages Post Partner 5</td>
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<tr>
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<td>4.01</td>
<td>3.94</td>
<td>3.62</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Averages all in-house trainings</strong></td>
<td>3.96</td>
<td>4.05</td>
<td>3.76</td>
<td>4.03</td>
</tr>
<tr>
<td><strong>Averages TTT plus in-house</strong></td>
<td>3.95</td>
<td>4.07</td>
<td>3.80</td>
<td>4.02</td>
</tr>
</tbody>
</table>
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

- 94% Yes
- 6% No

(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!

www.suctiproject.com
sucti@urv.cat

Sign up for SUCTI’s newsletter!

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