Internationalization at Home and Undergraduates’ Pluralistic Outcomes

Krista M. Soria & Diana Yefanova

University of Minnesota

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Overview of Presentation

• University of Minnesota
  – Intensive research study investigating the educational impact of international students in campus internationalization

• Multi-institutional study of 11 large, public research universities in 2013
  – Research study investigating the benefits of students’ participation in internationalization at home activities
Why research around cross-national interactions in higher education?

• Increasing internationalization of university student body
• Cross-national student interactions can be a challenging experience for students and faculty
• Need for more opportunities for all students to benefit from cross-national interactions in and outside of classroom
In Context...

Career Services: Best Practices for Supporting International Students

Student Voices: A Survey of International Undergraduates' First-Year Challenges

Existing University-wide Data: Surveys such as SERU

Best Practices of Integrating International and Domestic Students

International Student Barometer (ISSS)

OSA Going Global: Including the Student Voice to Enhance Campus Internationalization

Educational Impact of International Students on Campus – Phase 1 (GPS Alliance/CEHD/ISSS)
Phase 1 Research Questions and Goal

1. In what ways do interactions between international students and domestic students at the University of Minnesota take place?

2. How do cross-national interactions influence domestic and international student learning and development at the University of Minnesota?

3. In what ways do faculty members support domestic and international student interactions?

Goal: documenting the affective, cognitive and behavioral benefits graduate and undergraduate domestic and international students may gain from cross-cultural interactions in and outside the classroom
Data Collection

**Qualitative data**
Focus group and individual interviews (TC, Crookston, Morris)
- 3 sites, 01 – 04/2014
- 4 PIs, 25 Advisory Group members
- 32 focus group and 17 individual interviews
- 121 students and 47 faculty members

**Quantitative data (TC only)**
International Student Barometer
- 2, 527 (46% RR), open-ended IS only

**SERU 2014**
- 2,933 undergrad DS only (10.3%)
- descriptive and inferential statistics

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Participants</td>
<td>80</td>
<td>41</td>
</tr>
<tr>
<td>International</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Domestic</td>
<td>50</td>
<td>21</td>
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</table>
Study Findings
Types of Interactions

group work in and outside of class provided the majority of opportunities for interaction (interviews, ISB)

Outcomes of Interactions

Gaining knowledge, attitudes and skills needed for effective intercultural communication and increased cultural self-awareness (student interviews, SERU)

Reflecting on one’s own culture, communicating effectively and appropriately to bridge cultural differences, appreciating different perspectives on class content, and creating life-long social and professional networks (faculty interviews, SERU)
### Common Themes for All Participant Groups

#### Attitudes
- Awareness and acceptance of diversity on campus
- Challenging cultural assumptions and stereotypes
- Learning to avoid tokenizing cultural “others”
- Interest in study abroad and foreign language learning
- Appreciation of and reflection on own culture and values
- Sensitivity to and willingness to adapt to cultural differences
- Personal enrichment (making personal connections)

#### Knowledge
- Learning overt and subtle aspects of other cultures
- Developing multiple perspectives on course content and academic culture
- Better understanding of global community/future workforce

#### Skills
- Communication and networking skill development
- Leadership skill development
- Problem-solving skills
- Foreign language skills
- Relationship-building skills
- Skills for navigating different cultural contexts
- Taking initiative, pushing oneself out of the “comfort zone”
Attitudes

• The biggest thing I’ve learned is just to keep an open mind and patience. I think [interacting with IS] is very well worth it in the end because you do get to learn a lot about different cultures and I wanted to study abroad but I never got the chance to. (Domestic Undergraduate Student UMTC, CEHD)

Knowledge

• I think one thing is you’re here to learn how to navigate the U.S. academic system...you want to have the opportunity to work with American peers, and that will bring out something that is not explicit in the brochure, in the workshops for international students. (International Graduate Student, UMTC, CEHD)

Skills

• Like life skills, like how to be resilient or be flexible and how to work with people from different cultures. (Domestic Undergraduate Student UMTC, CEHD)
Selected SERU Findings

• Working effectively with others from different national backgrounds and interest in world affairs - **top two perceived DS learning outcomes of cross-national interactions**

• The frequency with which DS worked with an IS during a structured group activity was **positively associated with self-perceived intercultural competence development** among DS

• Positive weak relationships between self-perceived development of student intercultural and global skills and student agreement around the importance of engaging with culturally diverse communities.
  
  – BUT: Negative weak relationships between the development of DS intercultural and global skills and interaction with IS in and outside the classroom.
Interaction and Learning

Learning about different cultures via cross-national interactions is a gradual process, requiring individual student motivation and structured opportunities for intercultural interaction.

Learning about other cultures is a skill that many can take for granted. You have to teach yourself to think about how things might be different before you can start asking the right questions and getting to the good stuff. (Undergraduate senior domestic student, University of Minnesota-Crookston)
Interaction and Group Work

If you're in a group, which has international and domestic students in it, they basically open up the kind of mindset that the domestic students have... It's a mutually going on thing... it's always benefitting both the domestic and international students.”
(International graduate student, interdisciplinary major)

The teachers are really good at mixing a bunch of cultures. And I think that's a great way, that's how I’ve met the majority of my international student friends. But...that just happened because I was in a small group class where our teacher specifically tried to do that.
(Undergraduate sophomore domestic student, College of Liberal Arts, University of Minnesota-Twin Cities)
So What?
Conditions for Learning

What helps **maximize** cross-national interaction impacts and engagement with global diversity in the classroom?

– Creating explicit expectations for interaction
– Integrating cross-national interaction in course planning, classroom activities, and assessment

*I just feel like we kind of shut each other out, and I think that’s where things fall apart when we’re in the classroom.*

(Undergraduate domestic student, College of Education and Human Development, University of Minnesota-Twin Cities)
Conditions for Learning

- Setting up classroom environments for interaction
- Ensuring comprehension among international students

*I try to emphasize to these students that you are working in a situation that you are going to confront when you’re out there in the real world working in business, now you interact with people from other countries, whether it's face to face or virtual...you have to develop a comfort level with that.* (Faculty member, Carlson School of Management, University of Minnesota-Twin Cities)
Conditions for Learning

• Building on international diversity as a resource

*I think whenever you have international students and you have domestic students, as they come around a particular topic and share ideas, there’s always not just the more obvious way of learning something. It makes students not just think about the perspective of the international students, but then take it one step further and think about their attitudes.*

(Faculty member, Carlson School of Management, University of Minnesota-Twin Cities)
Institutional Suggestions

• Instructional challenges are inevitable, but seen as opportunities
• Desire for increased institutional support
• Uncertainty in working with growing international student population
• Need for more research to understand interaction dynamics
Multi-Institutional Study of Internationalization at Home Activities
Compelling Need for Leaders

• Demographic and sociocultural trends in the U.S. will transform our nation and workforce

• We need citizens and leaders who can interact with others from diverse cultures and experiences
Development Gaps in Colleges

• Scholarship suggests college graduates lack the multicultural competencies necessary to meet future societal challenges
• Can specific institutional practices be used to enhance students’ development in those critical areas?
Study Abroad

OH, YOU STUDIED ABROAD?

YOU MUST BE SO WORLDLY
Study Abroad Is So Great! But…

• Barriers to study abroad prevent some students from participating
  – Students from low-income backgrounds
  – Students of color
  – Students with disabilities
  – STEM students
  – Male students
Internationalization at Home

• What types of efforts do you think institutions have taken to “internationalize” their campuses?
Research Question

• Are there relationships between students’ participation in internationalization at home activities, their leadership development, and their development of multicultural competencies?
Methods: Instrument

- Student Experience in the Research University (SERU) survey
- Administered to 11 large, public research universities in spring 2013
- Over 600 items following several thematic areas:
  - Academic engagement
  - Civic engagement
  - Research experiences
Methods: Participants

- 320,400 → 110,778 (36.63%) → 12,319
- 60% female
- 64.61% White students
- 17% transfer students
- Mean age = 21.17
Methods: Variables

- Dependent variables:
  - Self-reported leadership development
    - Leadership skills, interpersonal skills, and self-awareness
  - Self-reported development of multicultural competence
    - Ability—and comfort—in working with people from other cultures, ability to appreciate and understand racial/ethnic diversity, ability to appreciate cultural and global diversity, and belief in the importance of personal social responsibility
Methods: Variables

- **Independent variables:**
  - Pre-college characteristics
    - Pre-college leadership and multicultural competence
    - Race, gender, age, social class, age
  - College experiences
    - GPA, academic level, transfer status, academic major, academic engagement, sense of belonging, involvement on campus, and study/traveled abroad
  - IaH experiences
IaH Experience

• Yes/No
  – Enrolled in a course with an international/global theme
  – Obtained a certificate, major, or minor with an international/global theme

• Frequency of engaging in the following activities (1 = never to 6 = very often)
  – Worked with a faculty member
  – Presented a paper
  – Attended lectures, conferences, etc.
  – Interacted with international students in class or in social settings
  – Developed a friendship with an international student
Methods: Model & Measures

Block One
Demographics & Pre-college Variables

Block Two
Collegiate Experiences

Block Three
IaH Experiences

Leadership
Multicultural Competence
IaH Activities

- Worked with a faculty member
- Presented a paper
- Attended lectures, conferences, etc.
- Interacted with international students in class
- Interacted with international students in social settings
- Developed a friendship with an international student
Participation in IaH

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
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<tbody>
<tr>
<td>Interactions in class</td>
<td>3.569</td>
</tr>
<tr>
<td>Interactions in social settings</td>
<td>3.484</td>
</tr>
<tr>
<td>Developed a friendship</td>
<td>3.306</td>
</tr>
<tr>
<td>Attended a performance</td>
<td>2.181</td>
</tr>
<tr>
<td>Attended lectures</td>
<td>2.173</td>
</tr>
<tr>
<td>Worked with a faculty member</td>
<td>1.87</td>
</tr>
<tr>
<td>Presented a paper</td>
<td>1.609</td>
</tr>
</tbody>
</table>
IaH Activities

– Enrolled in a course with an international/global theme
– Obtained a certificate, major, or minor with an international/global theme
– Traveled abroad for recreation
– Traveled abroad for cross-cultural experiences
– Traveled abroad for service-learning, volunteer, or work experience
– Studied abroad
Participation in IaH & Study/Travel Abroad

- Enrolled in a course: 39.9
- Traveled abroad for recreation: 29.8
- Study abroad: 15
- Cross-cultural experience: 14
- Service learning or volunteer: 11.5
- Obtained a minor or major: 10
Results: Leadership

- Faculty member
- Service learning abroad
- Social interactions
- In class interactions
- Performance
- Friendships
- Certificate or major

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Results: Multicultural Competence

- Global course
- Cross-cultural experience
- Performance
- Social interactions
- Lectures or workshops
- Local course
- Certificate or major
- Presented a paper
- Recreational travel
- Cross-cultural experience
- Friendships

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Discussion

• Potentially promising practices for pluralistic outcomes?
  – On-campus performances
  – Interactions with international students in social settings
  – Developing friendships with international students

• Engagement in IaH activities does not yield ubiquitous outcomes
Discussion

• Instead of focusing on the *what*, it may be more important to focus on the *how*—or *how well* these programs are implemented

• Institutional support is critical to students’ development of pluralistic outcomes
Discussion

1. What stood out for you in our findings?

2. How could our experience be useful for your institutional context? What other data might be helpful? How could you collect it?
Questions?

Krista M. Soria
Office of Institutional Research
ksoria@umn.edu

Diana Yefanova
Global Programs and Student Services
johns9m@cmich.edu