

Professor Elspeth Jones International Dean



Internationalisation and Community Engagement



A process

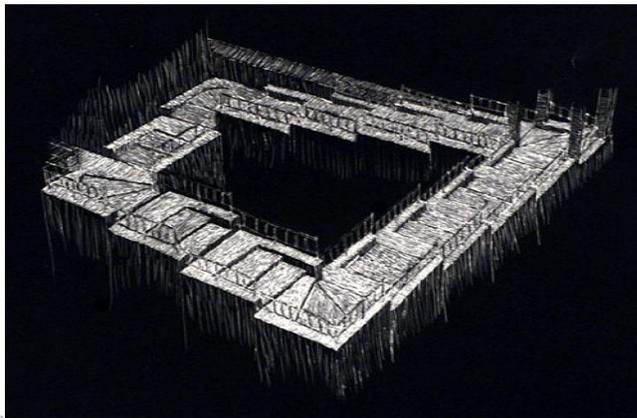


The process of integrating an international and multicultural dimension into the goals (objectives/vision/mission), functions (teaching/learning, research, assessment, curriculum, services) and delivery of programs and administration of the institution.

Knigh, J. (2003)



A process which never ends



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A fundamental part of higher education?



'The concept of intercultural learning and dialogue lays the foundation for a shifting sense of one's place in the global arena, from the egocentric and individualist to the concept of integral global diversity, which privileges tolerance, solidarity and a mutual sense of understanding.'



Jassbi (2004)



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Two key points

- Both international and domestic..... Internationalisation is for all students (and indeed all staff)
- Equality, diversity and inclusion agendas can also be addressed through internationalisation



What is 'Internationalisation'?



window
on the
world?



Which community?



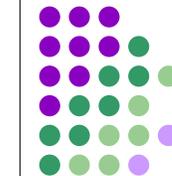
- University community
 - Students - international/ domestic
 - Staff
- Employers
- Local community
- International community



Case study – Leeds Metropolitan University



- International students make up around 12% of population
 - 120 or so countries
 - 30,000 students in total



Why internationalisation for Leeds Met?



- Developing global perspectives - benefit graduates and future employers
- Employability and entrepreneurial skills are developed
- To support equality and diversity
- Transforming minds not simply moving bodies



World-wide Horizons



But is any of it having
any impact and how do
we know?



International Reflections



University Community,
staff and students –
sharing and evaluating our
experiences



International Reflections



- Exactly 200 words – easy and quick to read
- Every weekday September 15th 2003 to September 14th 2010
- 1639 reflections in total now in archive
- Significant role in changing internationalisation culture at Leeds Met



What readers think



The International Reflections serve as a constant reminder of the global context in which we both live and work, they remind me of the diversity of our students and of the breadth of the activity of the University.

(From Jones 2007)



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International Students - International Reflects - Microsoft Internet Explorer

favorites Tools Help

Search Favorites

w.leedsmet.ac.uk/internat/reflects/B2AB54C0930A4EE8AE16E0FECDF745A8_F88CB78551874DFAA5648588EF5156E4.htm

Thursday 14 February

- Why Choose Leeds
- Living in Leeds
- Courses and programmes
- Accommodation
- Earn as you Learn
- Scholarships and Fees
- Support and Advice
- How to Apply
- Study Abroad and Exchange Programmes
- Preparations Before You Leave Home
- Contact Us and Further Information

Today's reflection marks St Valentine's Day



I have just returned from my fourth trip to China. This time I was lucky enough to be given unique access to a traditional Chinese wedding. The bride (Cui Wei) with her perfect hair and makeup was wearing a beautiful, traditional Chinese dress, on this occasion red and gold. The groom, dressed in a dark suit, was greeted with more fireworks than you could imagine. The groom was made to beg to be allowed into the brides parents apartment. The only way to get in was to declare undying love for the girl and to hand out lots of red envelopes stuffed with money. It had been rumoured that other tests could be set for the groom, but as the bride had been in the hairdressers all morning and the banquet had to start on time, he got off very lightly. Finally the united couple served tea to the parents.

On the third day after the wedding banquet the couple went to visit the brides parents again for lunch. And their arrival on this occasion too was heralded with lots of fireworks. Sorry I think I forgot to tell you the name of the groom, it was me Shawn McHugh.

Shawn McHugh
Driver/General Assistant Leeds Met

- International Reflections
- Friday 13 June
- Thursday 12 June
- Wednesday 11 June
- Tuesday 10 June
- Monday 9 June
- Friday 6 June
- Thursday 5 June

ARCHIVE

- June 2008
- May 2008
- April 2008
- March 2008
- February 2008
- January 2008
- 2007 Archive
- September to December 2006
- May to August 2006
- January to April 2006
- September to December 2005
- May to August 2005
- January to April 2005
- September to December 2004
- May to August 2004
- January to April 2004
- 2003 Archive

LEEDS MET DAILY

- VC Reflects
- International Reflections
- Research Reflections

Last line



Sorry I think I forgot to tell
you the name of the groom,
it was me Shawn McHugh.

Shawn McHugh
Driver/General Assistant Leeds Met



Monday 29 September 2008

With such a diverse population here at Leeds Met it is not always necessary to travel to experience other cultures. Now is the ideal time to meet new people and widen your horizons. Following a recent conversation with a fellow Graduate Trainee about Ramadan I decided to attempt the fast, for one day nothing passed my lips between sunrise and sunset. What initially seemed a simple task turned out to be far more challenging.

I had previously been unconvinced about comments relating to reflection and spirituality over this period, showing just how naïve I was. The experience may not have been profound or life changing but it did make me reflect on my life and highlight just how fortunate we are. I found myself not just looking forward to the evening meal and glass of water but also thinking about those who were not quite so lucky. I feel like I now have a much better understanding of this small element of Ramadan and my respect for the individuals that complete the full month has increased massively. We often talk about welcoming diversity but the real lessons lie in the opportunities available to experience even small elements of different cultures.

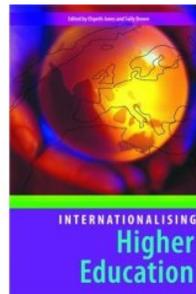
Karli Wilkinson
Graduate Trainee





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Karli Wilkinson
Graduate Trainee



Jones, E. (2007) International Reflections and Culture Change in Jones, E. and Brown, S. (Eds) Internationalising Higher Education. Routledge



Engaging staff and students - Australia Day Promoting study abroad



Engaging staff and students Australia Day - Bush tucker challenge



Increasing numbers of mobile students



USA/Canada promotion at Thanksgiving



Inc



Carnegie Celtic Festival



Engaging staff and students



As someone with both Irish and Welsh blood, the Leeds Met Celtic festival hasgiven me the opportunity to reflect about the two sides of my family who came to settle in London....and enabled me to paint a clearer picture of my own identity

Ben Cotton, Graduate Trainee
International Reflections 9th Feb 2009



Education partner of the International Indian Film Academy - stars receive Honorary Doctorates



150 Leeds Met students volunteer to support the Bollywood awards ceremony, held in Yorkshire in 2007



Engaging staff and students



On Saturday along with members of my family, I attended the honorary doctorate awards presented to my childhood Indian film heroes including the famous Mr Amitabh Bachchan. [this..] was a truly proud moment, giving fellow Indian staff, students and alumni of Leeds Met a sense of belonging, demonstrating Leeds Met's commitment to becoming an international university crossing all boundaries.



Babita Bhogal
University Research Office



Other events and activities

Festivals - Leeds Met
Africa, Language &
Culture Fiestas
'Culture Club' eg
Poland, Egypt



Engaging the local community



Film seasons

Islamic Awareness Week



Seminars/Exhibitions

Anne Frank



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Helping students to 'sell' skills developed through internationalisation



Since returning to the UK I have realised how lucky I was to have been given the opportunity to study in Australia and due to the small fraction of UK students who actually take part in exchange I hope that employers are more interested in me for having done something a little different.

Suzanne Adams
Studying BSc (Hons) Events Management
3rd Nov 2009



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Our students love Australia and New Zealand!



By the end I was an exhausted social wreck, reaping fuel from Vegemite and crazily in love with my life in Melbourne. I had experiences that are now prodigal stories. My phone struggled under the weight of my contact list, my passport was abused with stamps, I had a thousand incredible memories, and 3,400 pictures. Somehow I made it out unscathed and ridiculously happy. I loved it. Australia made me, me. I believe completely in each to their own, but to miss out on this (and I quote any Aussie); I'd have been a bloody idiot.



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Laura Bartlett



International volunteering



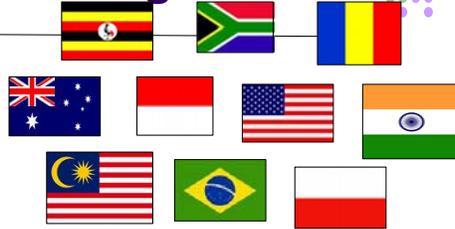
- Alternative to Study Abroad
- Development of 'global perspectives'
- Short-term (2-4 weeks) international volunteering
- Also available to international students (including exchange and study abroad)
- Community and conservation projects
- Sustainable ongoing relationships
- Bronze, silver, gold and platinum Global Citizen Awards



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International Volunteering



15 projects, ten countries across six continents.
148 students supported at 50% of costs in 2007



ASIA

India

Working at Sanjay Nagar home to former leprosy sufferers integrating families into the wider community through education, training and support.



Indonesia



Building a playground and laying trails for sustainable tourism through the rainforest



Malaysia



Conservation work at Sepilok Orang-utan Rehabilitation Centre



AFRICA



4 projects in South Africa and 2 in Uganda

EUROPE



Poland
4 projects
working with
adults and
children with
physical and
learning
disabilities



Romania
Working
with Roma
children in
summer
camps



NORTH AMERICA



USA

working on a variety of outreach
projects with a local community
centre in Rochester, NY



SOUTH AMERICA







Brazil

Improving the quality of life and raising aspirations of children from the *Favelas*



Australia

Conservation project and event management for swimming development project



AUSTRALASIA








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Personal transformation

Re-thinking of previously-held views or stereotypes

1. Learning about self
2. Learning about cultural 'others'
3. Learning about group empathy






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Learning about cultural 'others'



'Before I went on the trip I was beginning to think about multi-culturalism..but... it's actually meeting people who are different and.. sharing experiences with them in the rawest human form. It's just completely cemented my faith... in the fact that we are all equal and different and that this should be celebrated. And now that's cemented all I can do is build on that with what I do with my life.'



Learning about group empathy



'The next day we all got on the bus and told each other our stories and I think everyone had been touched in the same way.'

'I really do feel that we're probably all very aware that we have shared something very special.'



Volunteering compared with study abroad



'[Studying in Japan is interesting but] you kind of live in a place that long that it becomes routine ... Japanese culture is obviously very different but in a sense you're still... in a similar environment... still ... in university. But if you do volunteering, you meet people from very different walks of life who maybe don't have the opportunity that you have. I think in a way it sort of shows you what is important in life and what isn't.'



Transferable skills



- patience
- sensitivity
- mediation skills
- team work
- organisational skills

'[I've had] quite a few different interviews.. and it helps... 300% to have the opportunities of going abroad ..





Anne Schiffer



What next?



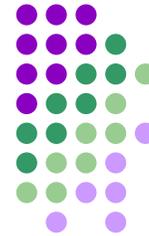
- Widen participation beyond 'risk junkies'.
- Replication of results domestically? Offer opportunities to those unable to travel overseas.
- Classify volunteering options by degree of challenge.
- Identify employability skills developed to attract participation and raise awareness.



So far around 123 staff have taken part



What has been the impact for them, for their work with students and for internationalisation at Leeds Metropolitan University?



17 countries in which staff have volunteered



- | | | | |
|---|---------------|--|---------------|
| <ul style="list-style-type: none">• Greece• Poland• Romania | Europe | <ul style="list-style-type: none">• India• Indonesia• Jordan• Nepal | Asia |
| <ul style="list-style-type: none">• Mexico• USA | North America | <ul style="list-style-type: none">• Sri Lanka• Thailand | |
| <ul style="list-style-type: none">• Egypt• South Africa• The Gambia | Africa | <ul style="list-style-type: none">• Brazil• Peru | South America |
| | | <ul style="list-style-type: none">• Australia | Australasia |

Development of cross-cultural capability



- 'understanding and appreciation of different social, economic and ethnic groups'
- addressing personal stereotypes
- effective communication when a language is not shared
- considering alternative perspectives
- effective working in different cultural environment
- compassion and empathy



Contribution to work with students; academic



- Enhanced teaching
- Developed personal tutoring skills
- Inspiration for student projects, internships and research projects
- Greater understanding of the needs of international students and those from different ethnic and cultural backgrounds
- Motivation for research
- RESPECT



Respect for students



- ‘I had become a lecturer who had forgotten how it is to be a student and who students are...believed that my module is “the most important thing” in their lives [I had become] very much detached from the fact that they had their own lives and other priorities...Volunteering has brought back the student perspective to my working life.’



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Contribution to work with students - support staff



- Better understanding of the importance of cultural identity
- Respect for students and understanding of their priorities and expectations
- Ideas for new ways to nurture students and enhance their experience
- Enhanced engagement with students
- ‘instilled me with a passion to encourage as many students as possible to have their own international experience.’



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Analysis of impact on job and university goals; Support staff



- 'more enthusiastic about taking on new opportunities and challenges which I might previously have viewed negatively.'
- 'made me enthusiastic about my role to promote studying and interculturalisation within the Uni'.
- 'useful to be reminded that there are alternative approaches [in other countries] to those which can be taken for granted.'
- 'new drive, ambition and determination to .. give everything I do my best shot!!!!' (sic)



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Views of Leeds Met; Support staff



- '..feel a closer bond to the Uni that gave me this opportunity and truly believe it is one of the factors that makes Leeds Met such a great place to work and study.'
- '..feel valued by my employer...this has led to even greater loyalty and therefore commitment.'



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Virtuous circle



‘Because I believe this all has a positive impact on the student experience, I am even more proud to be part of the Leeds Met community, and because I am even more proud to be part of the Leeds Met community, this has a positive impact on the student experience.’



Engagement - Support staff



‘If you put all the staff who had volunteered in one room and had another room of people who hadn’t... you would see a marked difference in networking, willingness to get involved, consideration for others and general interest in those around them.’



Academic staff



- 'even more committed to encouraging students (and staff) to engage [with international opportunities]'
- 'improved the way I relate to home and international students'
- 'I became a much more effective, appreciative and happier member of staff.'
- 'I feel much more prepared and confident to facilitate students to consider the impact of international.[subject] .policies..and to consider the cultural impacts that may affect how they work with others.'



Internationalisation is for ALL staff in the university



Staff volunteers have come from:

- Finance and purchasing
- Human resources
- Registry and course administration
- Marketing and communications
- Student services
- Vice Chancellor's office
- Legal and Governance
- Health and Safety team



Inter- 'cultural' volunteering in our local communities



1. Volunteering with refugees and asylum seekers



Inter- 'cultural' volunteering in our local communities



2. Volunteering in Sikh Gurdwaras and with other religious groups



Inter- 'cultural' Volunteering in our local communities



3. Volunteering in home for severely disabled young people



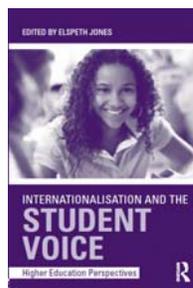
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e.jones@leedsmet.ac.uk



***'Don't worry about the worries':
Transforming lives through
international volunteering***

In Jones, E. (Ed) (2010)
Internationalisation and
the Student Voice: Higher Education
Perspectives. Routledge



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Uplifting quote to end.....



'I put on the Hijab ..to show respect but also just really wanted to feel what it was like to be them. And ... the sun was setting and the call to prayer was just echoing around the city .. I was one person in their world compared to in this country.. [where I'm] in the majority and..I thought .. this is a milestone in my life.'



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Contact me



Especially if you have great ideas to share.....

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