

**Warwick Integration Summit**  
**8 March 2012**



# **Integration:** **What are we trying to achieve?**

**Helen Spencer-Oatey**

# Taking stock ...



“There has been too much emphasis in the past on [...] ‘wishing and hoping . . . and dreaming’ that benefits will flow from cultural diversity on campus.”

Leask and Carroll 2011: 648





- Lots of activities
- BUT are we clear what we want to achieve?



# What are we aiming at?



## Commonly identified Aim (in University Vision Statements)

“The development of a multicultural community of students and staff.” (Glasgow)

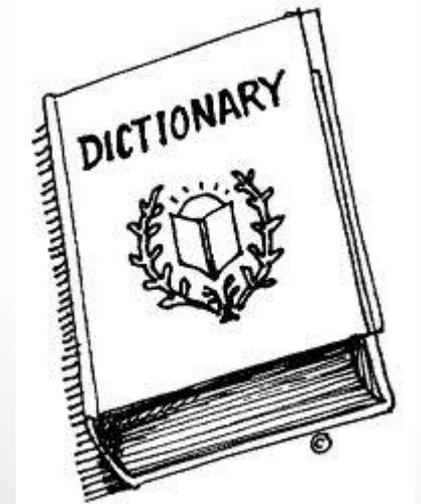
# A sociocultural mix?



## One interpretation of integration

Oxford/Longman “To integrate” =

1. *To combine separate elements so they become a harmonious, interrelated whole.*



# A sociocultural mix?



# A sociocultural mix?



- Activities to promote interaction & 'mixing'.
- Success often 'measured' by number of participants of different backgrounds.
- Focus on meaningful, sustained interaction.

**BUT** integration can mean more than this ...

# Other aims ...



## Commonly identified Aim (in University Vision Statements)

“Graduates and alumni who are independent, creative thinkers with problem-solving skills who can operate effectively in, and are prized by, the international jobs market.” (Bath)

# Other aims ...



## Less Commonly identified Aim (in University Vision Statements)

“A diverse student body from multiple cultures and societies, which enriches our intellectual environment.” (Bristol)

“Cross-fertilisation of ideas and experiences (Edinburgh Napier)

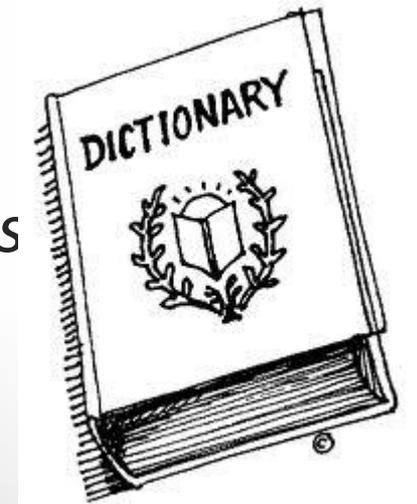
# Engagement with Difference



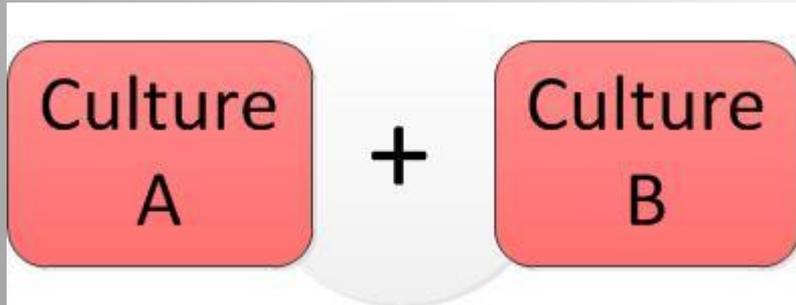
## Another interpretation of integration

Oxford/Longman “To integrate” =

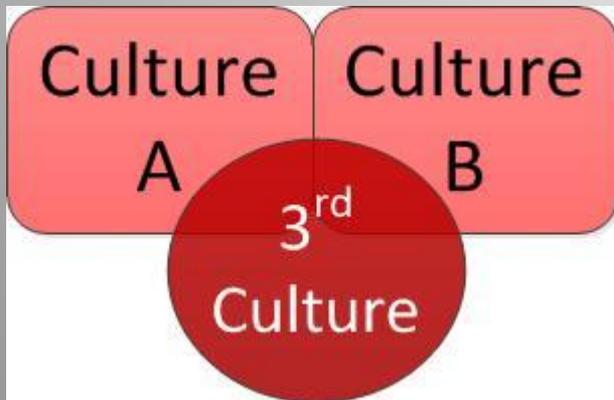
2. *Spend time with members of other groups and develop habits like theirs.*
  - Implies engagement and change



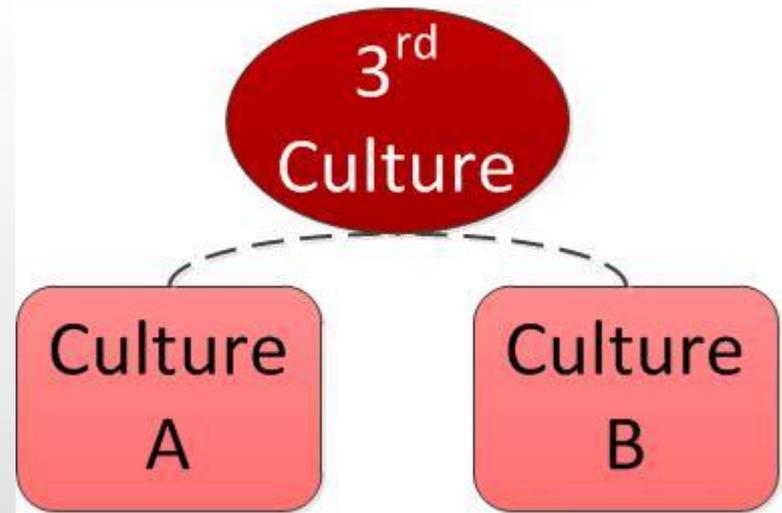
# Concepts of Integration



**Berry 2005**



**Evanoff 2006**



**Bennett 1986**



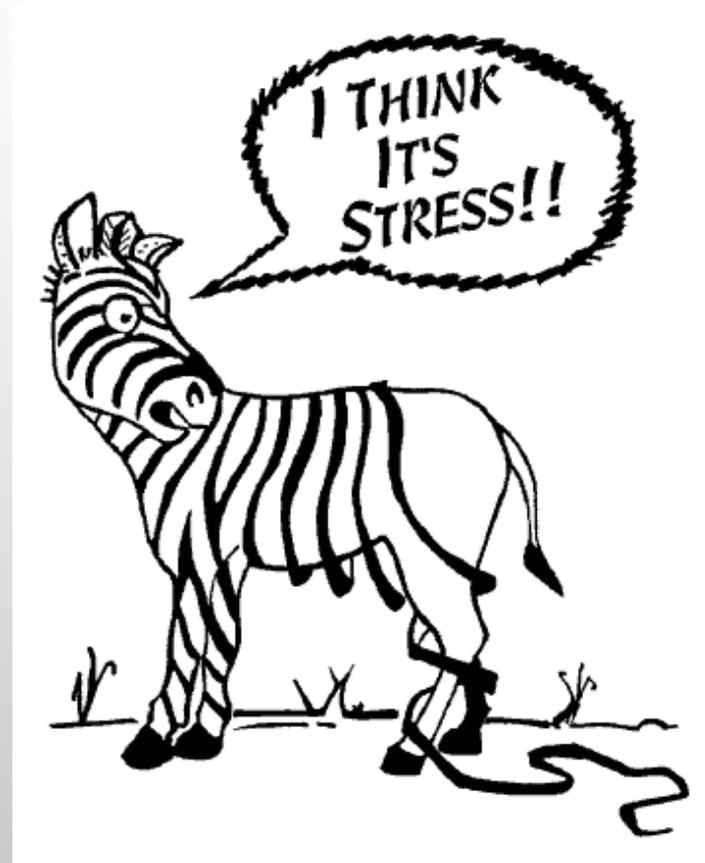
# Exploring Difference

# Exploring Difference



## Why explore difference?

- Encountering difference can be stressful
  - For ourselves
  - For others
- Dealing with difference can help develop greater
  - Resilience
  - Empathy



# Exploring Difference



## Why explore difference?

- Reflecting on difference can result in creativity and innovation
- Dealing with difference can help develop intercultural competence

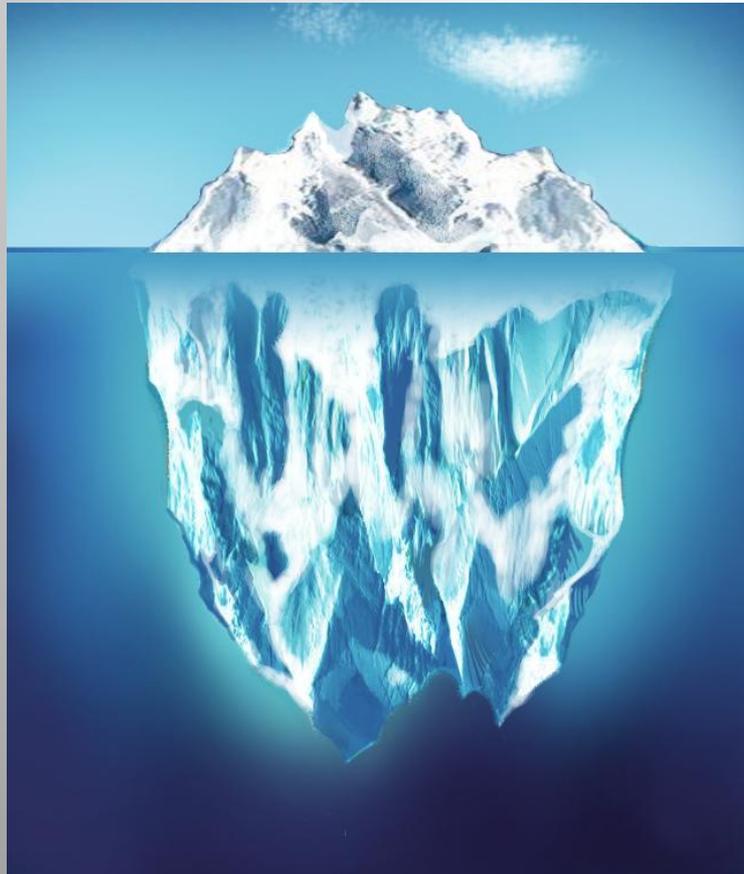


# Exploring Difference

What kinds of difference?



Visible



Invisible

## In different domains

- Daily Life
- Social Life
- Academic Life
- Language

# Exploring Difference



## *Example from Academic Life*

### Lectures and seminars/tutorials:

#### *Observable ...*

- Different 'events' on the timetable
- Different behaviours in lectures and seminars (e.g. asking questions, participating in discussions)



# Exploring Difference



## *Example from Academic Life*

### **Lectures and seminars/tutorials:**

*Hidden ...*

Pedagogic rationale for holding lectures and seminars;  
Beliefs about value of group discussion.



# Exploring Difference



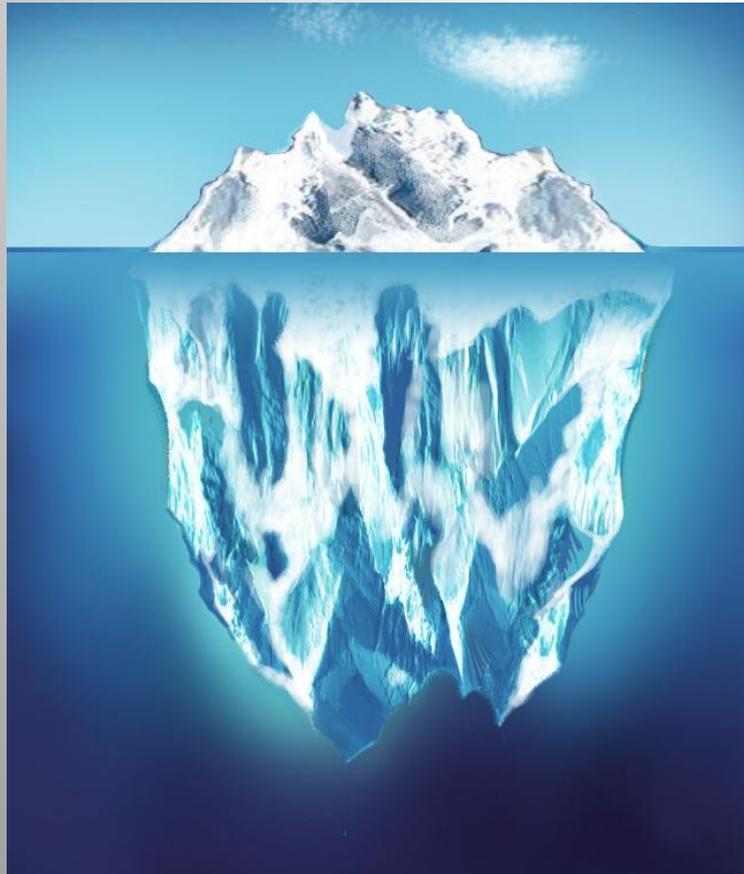
	Daily Life	Academic Life	Social Life
Surface		e.g. <i>Seminar</i>	
		e.g. <i>Group discussion</i>	
Deep		e.g. <i>Learning is co-constructed</i>	

# Exploring Difference

Need to explore surface & deep differences ...



Visible



Invisible

**... but not necessarily all domains to the same extent and to the same depth.**



# Responding to Difference

# Responding to Difference



## Transformation

“Transformation should be seen not simply in terms of individuals changing themselves to fit into their host cultures but also as the process by which host cultures transform themselves to accommodate the presence of sojourners.”

Evanoff 2006: 423-4

# Responding to Difference



## Openness to change

- How open are we to change?
  - How open are university management and academics to change?
  - How open are student unions to change?
  - How open are students to change?
- In what aspects “should” we change?
- How deeply “should” we change?

# Responding to Difference



e.g. How suitable is the Percentage Scale Marking Scheme for students from diverse backgrounds?

e.g. What are our beliefs about 'active learning' and 'memorisation'? How willing are we to modify our beliefs?

# Engaging with Difference

Mix culturally



Explore difference  
(surface and deep)

+

Respond to difference  
(surface and deep)



Road to development  
and growth



# References



Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10, 179-186.

Berry, J. W. (2005). Acculturation: living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6): 697–712.

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