

# **The Centre for Global Perspectives**

## **Staff Questionnaire 2010**

## The Centre for Global Perspectives Staff Questionnaire Analysis Report

A total of 250 participants (almost 20% of BU's population) took part in the 2010 Staff Questionnaire launched by the Centre for Global Perspectives. Due to the nature of the questionnaire (different sections catering to different groups of University staff), the number of respondents to each question varies considerably. The number of responses to each question is therefore stated for each question; the results and analysis of each question is based on the total respondents to that question.

### Q1. Are you an Academic or Professional & Support Staff? (250 responses)

The make up of respondents:

167	(66.8%)	Professional and Support staff
82	(32.8%)	Academics
1	(0.4%)	Other

The proportion of non-academic staff is slightly higher than the proportion of non-academic staff within the BU population where, according to the statistics of BU staff (updated May 2010), out of 1322 members of staff in the University, 44% (576) are Academic and 56% (746) are non-Academic staff.

### Q2. Please select the academic school/ department you are in (249 responses)

Respondents work in all areas of the University. The greatest number of respondents were from HSC; fewer staff participated from DEC and CS (now Applied Science).

School/Department	Number	Percentage
The School of Health and Social Care	46	18%
Student and Academic Services	37	15%
EIS (Estates & IT Services)	22	9%
The School of Services Management	21	8.5%
The Business School	20	8%
Marketing and Communications	19	7.5%
The Media School	16	6%
FCS (Financial and Commercial Services)	13	5%
The School of Design, Engineering and Computing	12	5%
The School of Conservation Sciences	8	3%
Students' Union	7	3%
Library and Learning Support	7	3%
GES (Graduate Employment Services)	6	2%
Accommodation	4	1.5%
ADO (Alumni and Development Office)	2	1%
OVC/UEG	2	1%
AimHigher Centre	1	0.5%
Chaplaincy	1	0.5%
Centre of Research and Enterprise Operations	1	0.5%
Procurement	1	0.5%
SportsBU	1	0.5%
Others	2	1%
<b>TOTAL</b>	<b>249</b>	<b>100%</b>

**Q3. What is your nationality? (249 responses)**

Respondents are primarily from the UK.

Country	Number	Percentage (%)
United Kingdom	220	88
Ireland	3	1
Germany	3	1
Britain/ Canada	2	0.8
Europe	2	0.8
Australia	2	0.8
The Netherlands	2	0.8
America	2	0.8
Britain/ Greece	1	0.4
France	1	0.4
Belgium	1	0.4
Poland	1	0.4
Indonesia	1	0.4
USA/ Canada	1	0.4
Brazil	1	0.4
British/ Irish	1	0.4
Italian	1	0.4
British/ Maltese	1	0.4
Not mentioned	3	2
<b>Total</b>	<b>249</b>	<b>100%</b>

**Q4. On a scale of 1 to 8 (1 being the least; 8 being the most), please indicate in your opinion, the extent to which the following have responsibility for securing a sustainable future. (Total responses 249)**

	1	2	3	4	5	6	7	8
Government	1.6%	0.8%	2.4%	2.8%	2.4%	10.8%	17.7%	61.4%
	4	2	6	7	6	27	44	153
Schools	1.6%	3.2%	3.6%	7.6%	17.3%	26.1%	18.5%	22.1%
	4	8	9	19	43	65	46	55
Universities	1.2%	3.2%	2.8%	8.0%	15.7%	28.1%	17.3%	23.7%
	3	8	7	20	39	70	43	59
Parents	1.6%	2.4%	3.6%	10.8%	9.2%	24.1%	16.9%	31.3%
	4	6	9	27	23	60	42	78
United Nations	3.6%	2.4%	2.0%	10.4%	8.0%	14.1%	16.5%	43.0%
	9	6	5	26	20	35	41	107
Individuals	2.0%	1.2%	3.6%	8.0%	8.0%	17.7%	15.7%	43.8%
	5	3	9	20	20	44	39	109
Industry/ Companies	1.2%	3.2%	2.0%	3.2%	9.2%	14.1%	23.7%	43.4%
	3	8	5	8	23	35	59	108

This question required respondents to think about who has responsibility for securing a sustainable future and the level of that responsibility.

61.4% (153 respondents) indicated that '**Government**' has the highest level of responsibility. This is at variance with the views of students (reported in the student questionnaire, 2009) where only 50% of 301 student respondents placed a similar level of responsibility on government.

43.8% of staff suggested that '*Individuals*' have a high level of responsibility. Again, this is at variance with students' view: 60% of students rated Individual responsibility at 8 on the scale.

43% of staff scored the '*United Nations*' at the highest level of responsibility (8); 43.4% chose '*Industry/Companies*'; and only 23.7% of respondents are of the opinion that '*Universities*' have the highest level of responsibility for securing a sustainable future.

**Q5. In your opinion, how international is BU on the scale of 1 to 8 (1=not at all; 8=fully international) (249 responses)**

	Scale	Number of respondents	Percentage (%)
Not at all ↓ Fully International	1	3	1
	2	5	2
	3	20	8
	4	33	13
	5	78	32
	6	70	28
	7	28	11
	8	12	5

Only 5% of the respondents felt that Bournemouth University is fully international.

**Q6. What makes BU international?**

197 respondents completed this question suggesting various reasons. Some respondents stated gave just one reason, for example 'diversity of population'; others cited this and introduced further items. The responses are categorised into 7 broad areas. Some of the respondents gave answers which suggested multiple factors.

The most frequently cited response (152 mentions) related to the '*diversity*' of the BU '*population*' with a '*wide range of international students*' and '*international staff*'. This was given as the only answer by 83 respondents but was included in a further 69 broader responses. It was suggested that this diversity was '*not as bad as it once was, but still could be better.*'

Out of the 69 respondents who mentioned diversity and gave broader responses, 30 also mentioned partnerships and research; 21 linked diversity with an international curriculum; 10 linked diversity with international and cultural events on campus.

Comments included '*The student and staff mix*' plus '*the international research we undertake*' and '*the nature of publications produced*'; '*Research abroad or in collaboration with other foreign universities*'; '*student and staff exchanges*' and '*having overseas students*'.

The list below shows the categories and the number of responses within each category.

	Frequency of mention
Diversity	144
Partnership	40
Research	32
Curriculum content	24
Culture and events	20
International recruitment	9
Miscellaneous	9

Under partnerships, student and staff mobility, collaborative research partnerships, and student exchanges. In relation to the later comments were made that ‘we have very few’ and that this area ‘needs more encouragement’.

Under curriculum respondents mentioned ‘international content’ and ‘Internationally focused programmes’ but also ‘the need to have more’.

Under culture and events respondents mentioned ‘good selection of international events’ and identified such things as BUGLE, Global Cinema, Fair Trade and events focused on cultures (e.g. Dhiwali) and global perspectives with the Centre for Global Perspectives and the ‘multi-faith chaplaincy’ identified. There was also more exotic comment: ‘the swish of a sari, a waft of exotic food or a snippet of foreign languages encountered in the corridors’.

Under recruitment, respondents mentioned ‘recruitment’ and ‘international marketing’ activities.

The miscellaneous category included a few responses which queried the actual question for example, ‘what is international?’ and ‘Does it need to be’ and one response which suggested ‘without language teaching I don't see it can be except in a passive way.’ Others suggested: ‘Bournemouth Airport’; ‘The interests of a large group of people but this does not seem to be built into the ethos of HS’;

and (a very full and philosophical response)

‘An awareness of global issues Recognising and valuing diversity Insight into the lives and lived experiences of others from different countries and backgrounds An awareness of what we can do as individual, organisations, cultures and countries in working towards a sustained and global future’.

#### **Q7. What would make BU more international?**

A total of 168 participants offered a variety of answers to this question. Responses were organised under 19 broad categories as per the list below. Some respondents gave responses which covered more than one category resulting in 211 items.

<b>Categories</b>	<b>Frequency</b>	<b>Percentage of respondents</b>
Overseas partnerships: links, Exchanges, mobility of faculty	51	30%
Increase diversity on campus	31	18%
Curriculum/ teaching	23	12%
Language teaching	19	11%
Opportunities to share and integrate (UK & Int students)	16	10%
Organising events/ activities	16	10%
International research/ projects	10	6%
University strategies/ facilities	8	5%
Increase support for international students	6	4%
Visits to overseas/ visits from overseas	6	4%
Not sure	10	4%
Increase staff/ student awareness	5	3%
Funding	3	2%
International recruitment	2	1%
Overseas campus	2	1%
Miscellaneous	11	7%

The most common answers (in terms of frequency) related to increasing partnerships and extending opportunities for student and staff mobility. Comments included increasing *'collaboration with other universities'* and *'developing more international partnerships'* and through collaboration providing *'more opportunities for student and staff exchanges'*. Respondents also identified that the process of setting up partnerships *'needs to be simplified'*, and that *'the barriers to mobility need to be tackled'*. It was suggested that *'staff trying to develop international links abroad encounter barriers with finance and support - this needs to be better understood'*. What is needed is *'active encouragement of academics to pursue international links and collaborations and the 'blocks' and 'bureaucracy' need to be tackled'*.

Other respondents suggested a need for *'funding sources to support international partnerships, more strategic partnerships with universities in other countries that match the profile and status of BU so exchanges and projects can be implemented more robustly'* and highlighted the importance of *'international awareness raising events for home students'*, and *'giving British students at BU greater exposure to international experiences (both here at BU and overseas)'*.

The second most frequent grouping of responses related to increasing the *'diversity'* on campus with *'more international students'* from a *'broader range of countries'* through *'better marketing abroad'* and developing *'more programmes which attract overseas students'*.

Several responses made critical comments about the need to do more in the curriculum for example, *'curricula that more reflects global issues (ie. the media school's curricula covers UK journalism, UK broadcasting, etc)'*. It was also suggested that apart from *'a more widely internationalised curriculum (...) the buy-in of teaching staff to really use international case studies etc in the classroom'*, is important. What is needed is *'real appreciation of non-Western models of life, health, economy, etc. (as opposed to a) focus purely on things that relate to business'*.

At an institutional level it was suggested that BU needs *'more valuing of this work, not just seen as 'work outside'/ trips away,'* and a *'good infrastructure to support visiting scholars.'* A *'strong international office and of course leadership from Centre for Global Perspectives'* and *'real commitment to internationalisation'* were also mentioned, along with the need for resources in terms of *'releasing staff time to develop globalisation at course level'* and *'giving active support to those working with international exchange'*.

Miscellaneous comments included:

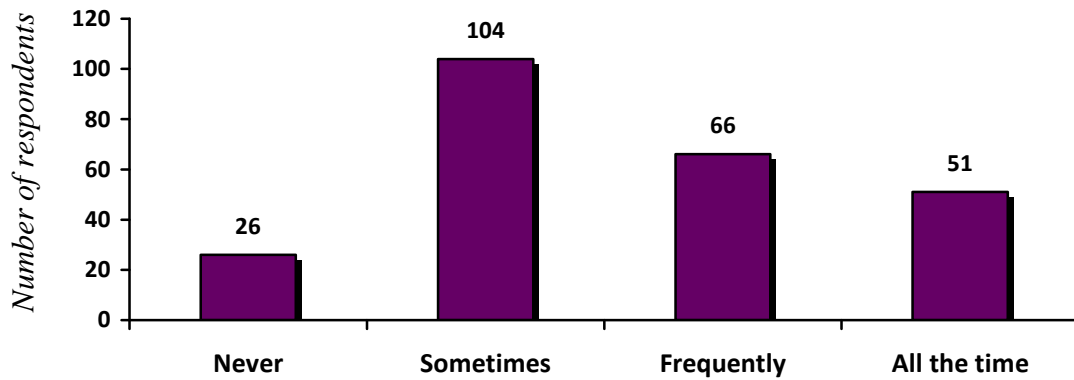
*'Student time needs to be released for international events and credit given for this e.g. students do not come forward for Erasmus Intensive programmes because of work pressure, at the moment they cannot use the European Credits;*

*'international food in shops and restaurants on campus,'* and

*'when overseas often asked where Bournemouth is? near London!'*

A couple of the miscellaneous comments queried the rationale for internationalisation: *'Why do we want to be? Does it need to be?'*

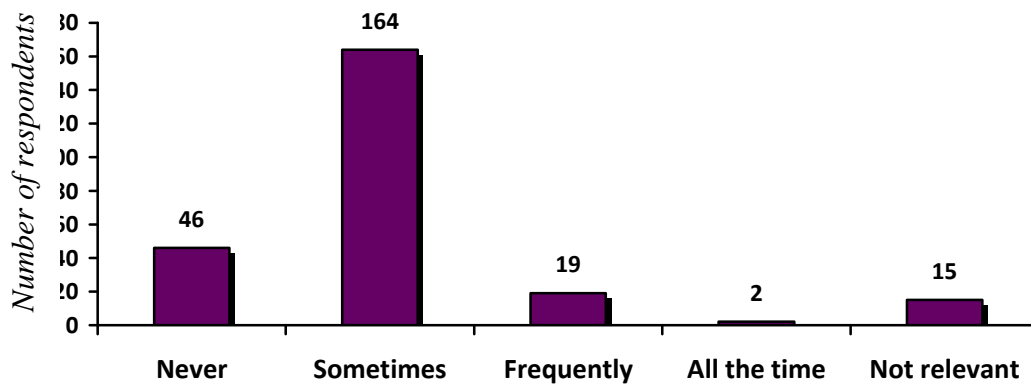
**Q8. Does your work involve contact with international students? (247 responses)**



Value	No. of respondents	Percentage (%)
Never	26	10%
Sometimes	104	42%
Frequently	66	27%
All the time	51	21%

10% of the respondents have no contact with international students in their line of work. Around 42% say they sometimes do; 26% claim their work frequently involves international students. 21% of the respondents state that their work involves contact with international students all the time.

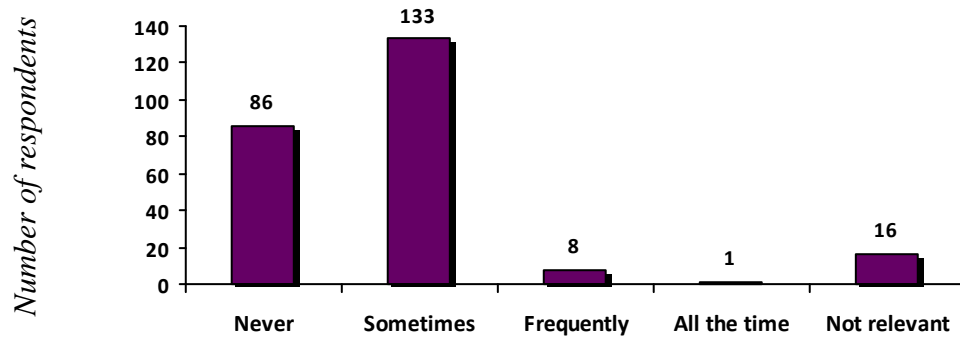
**Q9. (first part) Do you find it challenging dealing with international students due to language barriers? (246 responses)**



Value	No. of respondents	Percentage (%)
Never	46	19%
Sometimes	164	66%
Frequently	19	8%
All the time	2	1%
Not relevant	15	6%

66% of the respondents sometimes find it challenging dealing with international students due to language barriers while 2% of respondents find it challenging all of the time. However, a total of 46 respondents out of 246 have never found it challenging working with international students due to language barriers.

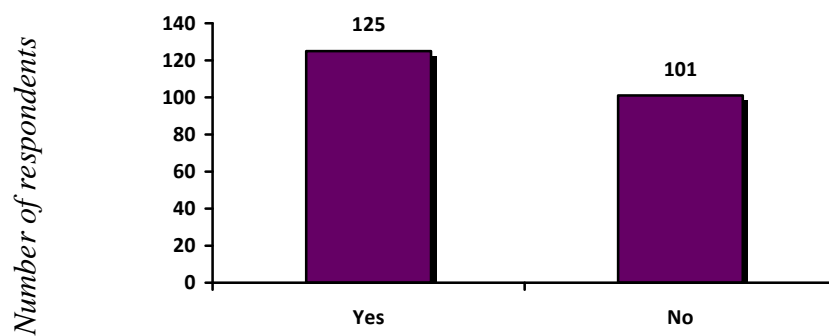
**Q9. (second part) Do you find it challenging dealing with international students due to difference in culture? (244 responses)**



Value	No. of respondents	Percentage (%)
Never	86	35%
Sometimes	133	54.5%
Frequently	8	3%
All the time	1	0.5%
Not relevant	16	7%

More than half the respondents (54.5%) sometimes find it challenging dealing with international students due to the difference in culture. However, quite a large percentage of respondents (35%) never find it challenging dealing with international students.

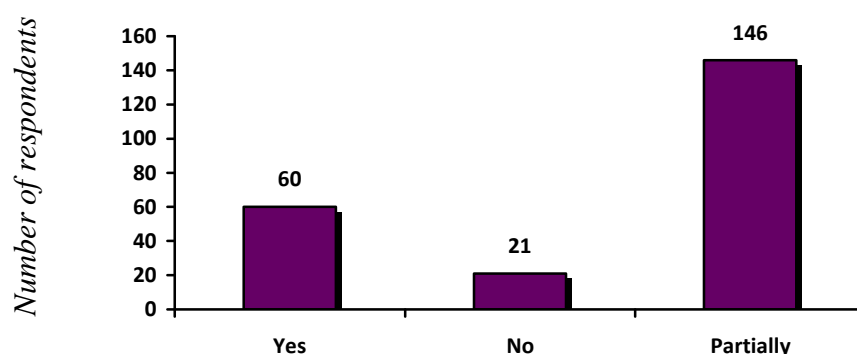
**Q10. Do you feel that you've been given sufficient training in dealing with students/ staff of different nationalities? (226 responses)**



<b>Yes</b>	<b>55%</b>	<b>No</b>	<b>45%</b>
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Out of the 226 respondents who answered this question, 55% felt that they had had sufficient training in dealing with students and staff of different nationalities; 45% responded that they had not.

**Q11. Do you feel that BU is responsible in providing you with the appropriate knowledge and skills for this? (227 responses)**



Response	Percentage
Yes	26%
Partially	64%
No	10%

The majority of the respondents (64%) feel that the responsibility for obtaining the appropriate knowledge and skills to deal with students and staff of different nationalities lies partially with the University; 26% think that the University has full responsibility; 10% think that it is not the University's responsibility to provide those knowledge and skills.

**Q12. What further support would help you to deal with cultural diversity more effectively? Please give suggestions.**

This question attracted a variety of responses (110). A couple of respondents felt that they did not need training '*it is something you learn as you grow up*' or '*common sense*' learned '*by osmosis*'; a couple bemoaned that they had not had training or '*had not heard of training available*' with one comment about '*the method*' by which events are communicated. Several responses felt that they needed no further support and made reference to Global Perspectives indicating that they had '*worked with the Centre*': '*I have had a lot of support from Global Perspectives*' which had given confidence in '*knowing where to go for information*'. One respondent suggested that '*more needs to go on in Schools - BU as a whole is pretty good, but it needs to filter down to the schools*'.

The majority (60 responses) highlighted a need for training and development sessions which might take the form of '*workshops*', be '*part of induction*' or '*part of the staff development programme*'. Suggested content included '*understanding of different cultures (including faiths)*', '*diversity*', '*how to set assessment (to test cultural understanding)*' and how to '*mark in a context of cultural diversity*'. Three respondents suggested language training for staff (one specified '*Arabic and Mandarin*'); one suggested that it might be free. Three respondents suggested a need for support for working with International staff and '*understanding their expectations*' with a need for '*better understanding of how staff who are from an international background differ in their approach to working*' and '*support for dealing with communication issues with staff who are non-first language English.*'

15 respondents suggested that support might take the form of further information for example, '*tips*', '*guidelines*' and '*info/resource packs*' which might be available '*through a web-link*'. The need for a '*communication channel*' to '*share experience and problems*' was also highlighted. Content suggested included '*information on different cultures*', '*how to be polite*' and '*best practice*', '*expectations of International students*' (one respondent suggested asking for students' perspectives and publishing these) '*guidance on how to assess students proposals from other cultures*' and '*do's and don'ts*'.

10 respondents suggested that learning might take place through interaction and sharing, *'with more opportunities to mix'* and learn more from the perspectives of International staff and International students. It was suggested that some staff *'already have experience of languages and cultures and would be willing to share'* this.

8 respondents highlighted the importance of experiencing other cultures and international travel highlighting *'overseas visits'*, *'overseas sabbaticals'* and *'staff exchanges'*. One of these respondents highlighted the practical difficulty that BU might not afford this approach.

The remainder of the comments were less easily categorised; a few, included references to English language 'deficits' for example: *'Academic staff should not offer places to students with very poor English language skills;'*

*'Improve English competence among international students (and some staff!) would help enormously;'*

*'I feel that the issue of cultural diversity can be over-played. Make international students go through a University test to actually score their understanding of the English language and not rely on IELTS scores.'*

One respondent suggested that *'you need empathy rather than training: being a foreigner myself, I have had to adapt so am aware of the need for individuals to be open and approachable, to find areas in common. You have to be able to put yourself in the shoes of others at times to see things from other perspectives.'*

Another suggested what was needed is *'Encouragement of diversity in all aspects of uni life, including teaching styles, assessment, food, landscaping, etc.'*

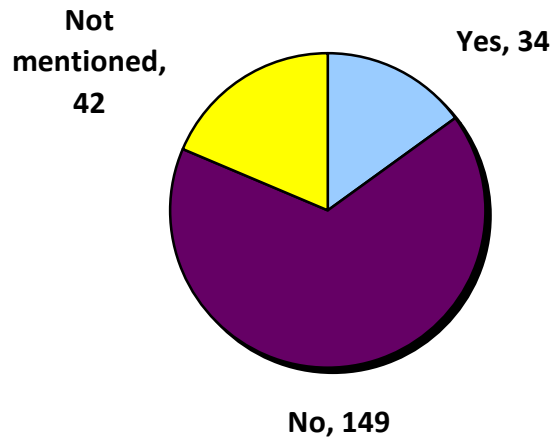
Finally, the longest response commented:

*'I would ask that we look at our reasons for internationalisation and win the hearts and minds of staff. In many respects, cultural diversity can only be seen as an asset if we recognise, value and respect our own culture. This is an element which is particularly weak in our approach as a University. What makes the British British and why do those from other countries value in our society. It is important to strike a balance and it is about valuing the strengths and opportunities of all cultures, including our own; while acknowledging the weaknesses, limitations and evils within our societies and doing what we can to resist them. Where has BU been in the fight for freedom of the Tibetan and Burmese People. What did we have to say about the reintroduction of the death penalty for homosexuals in Uganda. Where do we stand in the erosion of the rain forest and the destruction of indigenous people and their cultures?'*

**Q13. Have you attended any training/ development in relation to sustainable development in the past 2 years? If 'Yes', what form did that training take? (225 responses)**

The majority of respondents (66%) have not attended any training or development related to sustainable development.

**The number of staff who attended training/  
development in relation to SD in the past 2 years**

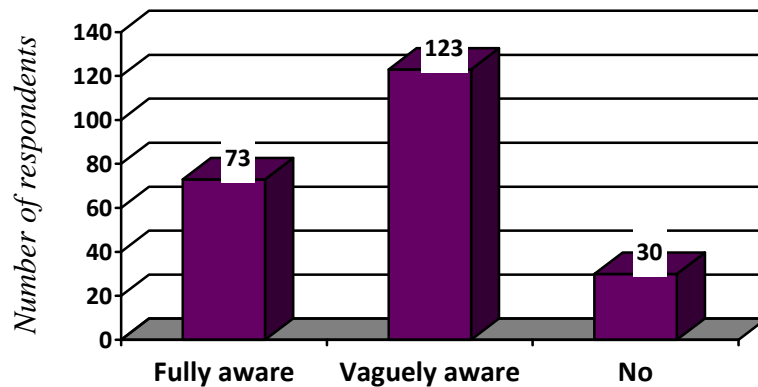


Of the 34 respondents (14%) who had attended training or development, that training took various forms including staff development, conferences, external workshops and seminars.

Where staff identified the training beyond stating 'a workshop,' the range of training identified included:

Msc in Sustainable development and climate change
NUS delivered training on organisations' carbon footprints
External training, Internal ESD Conference
Defra funded non university based training courses
Timber/ forestry courses
Sustainable School Training with Bournemouth LA as a School Governor
Equality and diversity induction training
Eco campus
Regularly follow ODI sessions online
CIMA course
Induction
Conferences/ books/ papers/ seminars
Centre for Global Perspectives Seminars
Reading on the topic
Developing cultural and environmental leadership content for student personal development, delivering a joint presentation on integration of students
Practices for becoming aware of systemic connection to the natural world; Transition Towns (both External to BU)
Environmental Discussion Group
Sustainability Employability
Students' Union workshop on Environmental issues
NIACE workshop

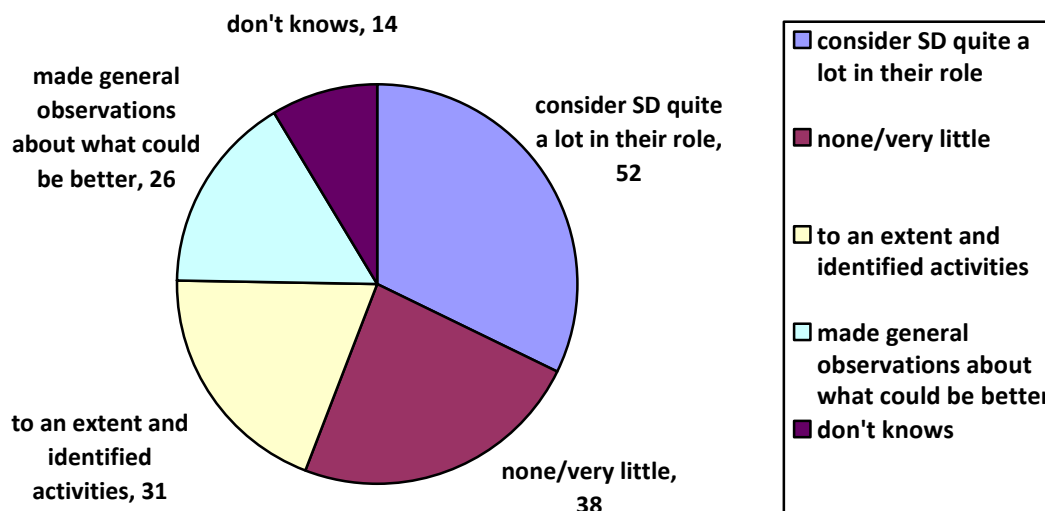
**Q14. Are you aware that all universities will need to address sustainable development and that carbon reduction will be linked to funding in the future? (226 respondents)**



73 respondents (32%) are fully aware that all universities will need to address sustainable development and that carbon reduction will be linked to funding in the future; 13% are completely unaware; 54% are vaguely aware.

**Q15. To what extent do you consider the implications of sustainable development in your role?**

There were 161 responses to this question. Answers range from ‘I always consider the implications of sustainable development in all areas of life, including my role at work. I am always keen to try and reduce my use of resources - I particularly feel that we still use and waste far too much paper, and far too many lights and computers are left on when they do not need to be’ to the other end of a continuum of ‘not at all’ and ‘it’s not my responsibility – its an infrastructure issue’.



52 responses were grouped into a ‘doing quite a lot’ category. These included addressing SD within teaching and research for example, ‘Constantly - directly linked to research and teaching topics as well as non-academic interest’, ‘plays a big part in my role’, ‘central to everything I do’ and ‘Vital, as it should be to every aspect of any university of education body preparing young adults for their future. Without SD integrated into the way we live what future are we really giving them?’ Interestingly, one respondent said that they are doing a lot at work ‘but very little in personal life. In teaching content - constantly...in personal ‘role’ virtually never!’ Two responses indicated it was an ‘element’ of their role but did not say how big an element.

38 respondents were in a ‘none’, ‘very little’, ‘not a lot’ category with some indicating what they do is ‘minimal’. One suggested that *‘This is for governments to address primarily - individuals and individual organisations can only have a very limited impact on this, even if funding is linked to this’*. Another cited their academic stance on climate change as a rationale for non-engagement. Others also identified why they do not do much: *‘little of what we do on frontline services is impacted by sustainable development’* and *‘I have to ignore it. (The carbon footprint of: a) international students travelling to/from Bournemouth; and b) of BU staff travelling overseas for recruitment/partnership activities is very high and, I understand, uncosted. I am not aware that BU offsets any of this, either centrally or by factoring it into the fees charged to international students’*.

31 responses indicated consideration to an extent, and identified particular activities (not always in their own areas), including the role of the Students Union, recycling, conserving electricity, Fairtrade, avoiding waste, *‘sourcing materials responsibly’* and *‘trying to include where possible in learning and teaching’*.

26 responses were more general observations many of which repeated criticisms about *‘too much paper’* being used, *‘empty buildings’*, *‘inefficient use of resources’* and the need to *‘do more,’* and for *‘better communication’*. Several responses highlighted *‘the importance’* of SD; one commented that *‘this is everyone’s responsibility’* and *‘I will plan my activities in a sustainable and responsible way where I can. However, until departments have to account for sustainability in the same way as we do money, it will always remain a “nice to have” than a priority’*.

Other general comments included:

*‘well, we should be teaching more about it and preparing our students for such a world, but at the moment we have made significant advances in re-cycling, energy consumption etc. Again, would like to see more in the curricula.’*

*‘more to be delivered on line to reduce travel to and from university, paperless submissions etc.’*

*‘We have no computer system, everything is done on paper. I try to make forms and sheets as small as possible. It is ridiculous.’*

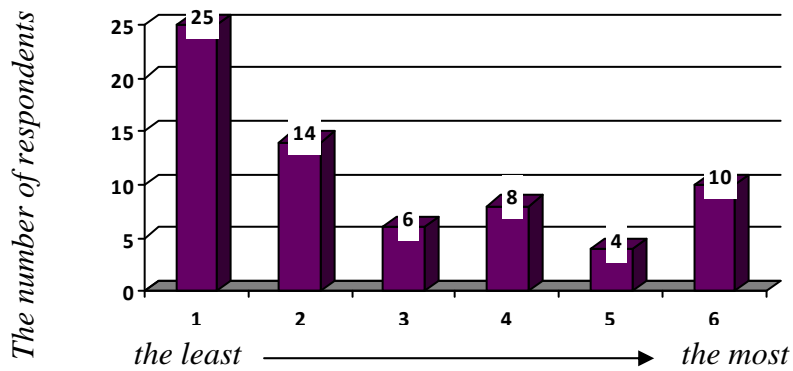
*‘Most days we see vast quantities of waste that could and should be dealt with in other ways - just wasted and destroyed on the land fill. electricity and gas, lighting and heating of empty rooms and buildings.’*

14 respondents responded as *‘don’t know/no idea’* or *‘unsure’*; one asked for a definition of sustainable development.

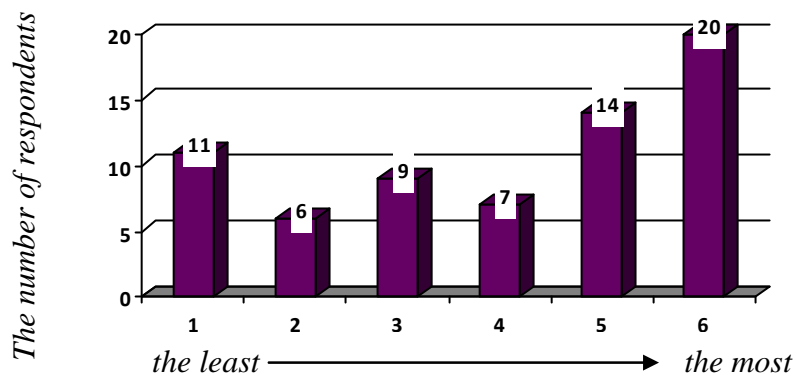
**Q16. On the scale of 1 to 6 (1=the least, 6=the most), please rate how true these statements are in relation to your research.**

Statements	<i>The least</i> → <i>the most</i>						Total
	1	2	3	4	5	6	
My research addresses Sustainable Development	25	14	6	8	4	10	67
My research involves international perspectives	11	6	9	7	14	20	67
My research focuses on significant global issues	14	12	5	7	8	20	66
My research critiques global processes	27	9	5	8	7	10	66

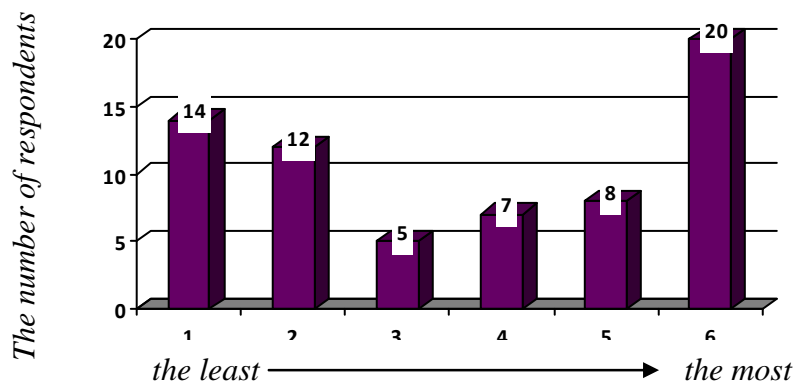
- My research addresses Sustainable Development (67 responses)



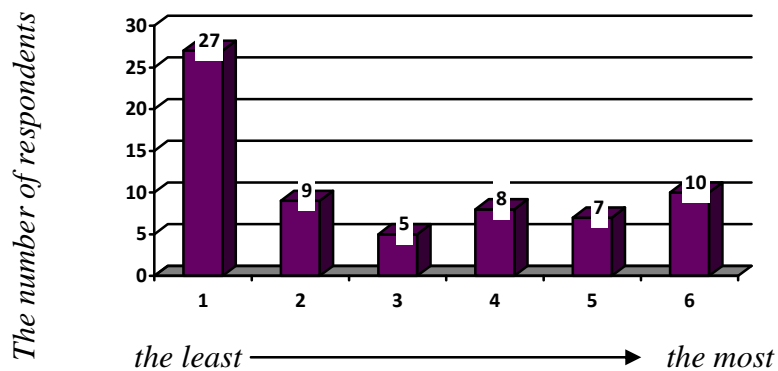
- My research involves international perspectives (67 responses)



- My research focuses on significant global issues (66 responses)



- My research critiques global processes (66 responses)

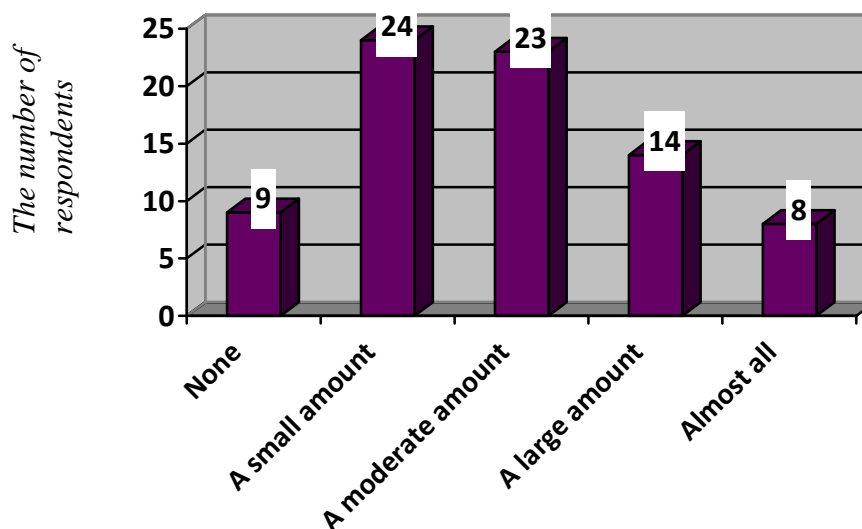


Sustainable development and critiquing global processes feature less in respondent's research than international perspectives and global issues.

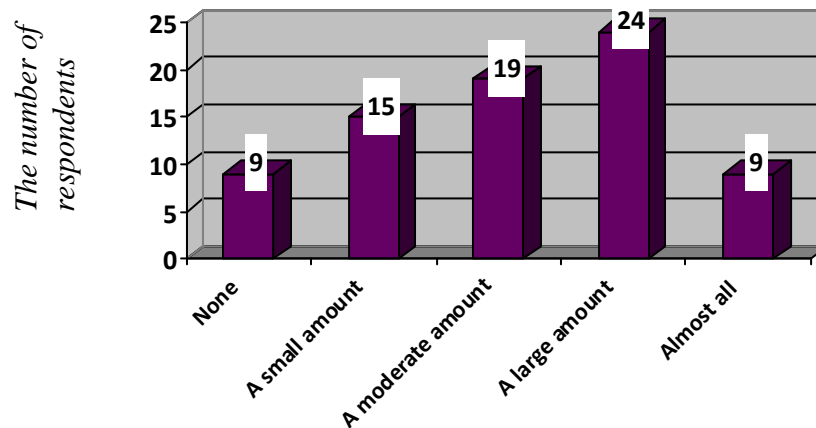
**Q17. Please indicate the extent to which these elements feature in the Learning Outcomes specified for the subjects you teach.**

	None	A small amount	A moderate amount	A large amount	Almost all	Total
<b>Problem solving skills to address international issues</b>	9	24	23	14	8	78
<b>Students have developed critical thinking skills informed by international perspectives</b>	9	15	19	24	9	76
<b>Students will become more aware and tolerant of cultural diversity</b>	6	10	26	18	15	75
<b>Students behave ethically in social and professional environments</b>	2	9	19	22	25	77
<b>Students will be informed global citizens</b>	6	15	27	17	12	77
<b>Students are able to locate knowledge in social, historical, economical and political structures</b>	5	18	19	20	14	76

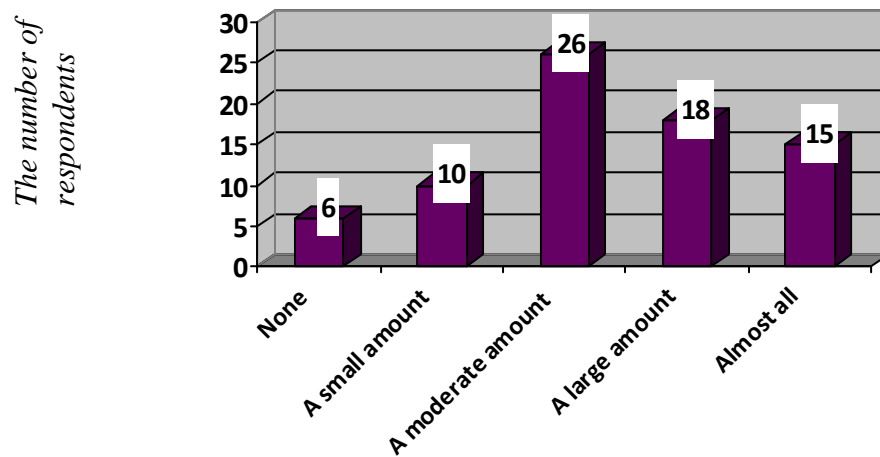
- Problem solving skills to address international issues (78 responses)



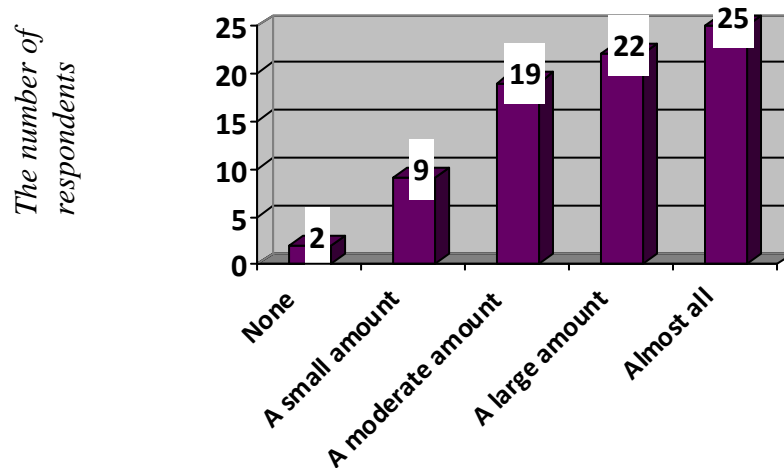
- Students have developed critical thinking skills informed by international perspectives (76 responses)



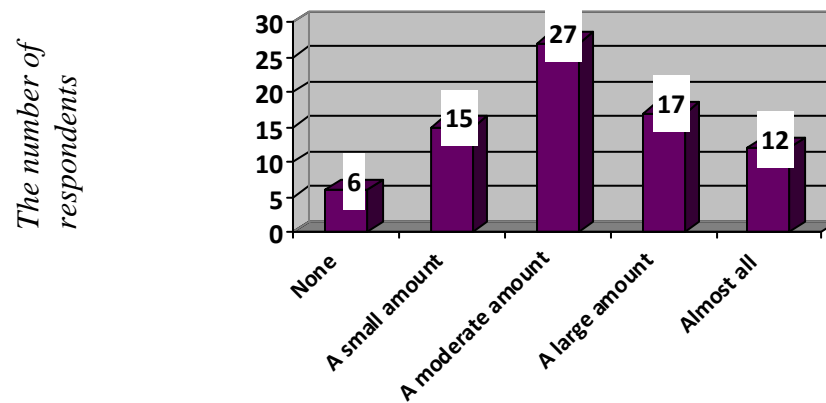
- Students will become more aware and tolerant of cultural diversity (75 responses)



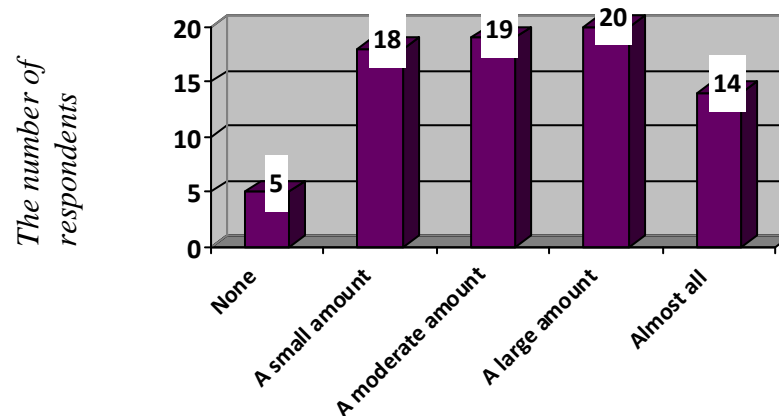
- Students behave ethically in social and professional environments (77 responses)



- Students will be informed global citizens (77 responses)



- Students are able to locate knowledge in social, historical, economic, and political structures (76 responses)



*'Students behave ethically in social and professional environments'* is more likely to be addressed in Learning Outcomes: 32% of respondents indicated that this is an element of 'almost all' their subjects.

A total of 24 respondents (30%) stated that *'Problem solving skills to address international issues'* features only 'a small amount' in the learning outcomes specified for the subjects taught by them.

*'Students have developed critical thinking skills informed by international perspectives'* and *'Students are able to locate knowledge in social, historical, economical and political structures'* features 'a large amount' in the learning outcomes specified for the subjects taught.

**Q18. Please indicate to what extent your Course Content reflects the topics and elements listed in the table.**

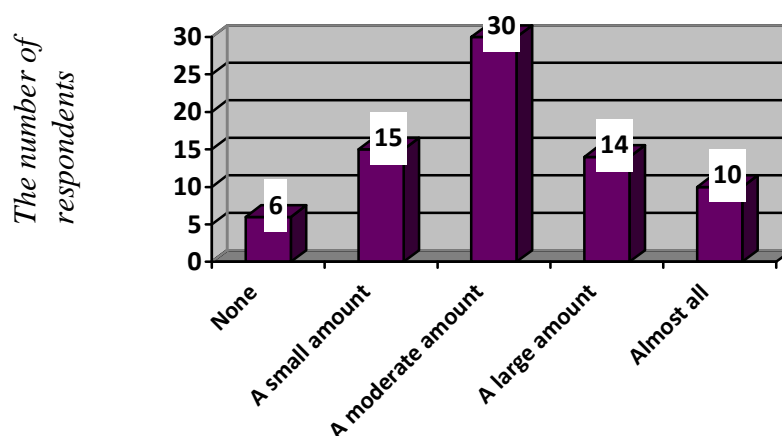
<b>Elements</b>	<b>None</b>	<b>A small amount</b>	<b>A moderate amount</b>	<b>A large amount</b>	<b>Almost all</b>	<b>Total</b>
<b>Global processes (social, economic, political, environmental)</b>	8 (11%)	26 (35%)	20 (27%)	13 (18%)	7 (9%)	<b>74</b>
<b>Global Case Studies/ examples (other than the EU)</b>	15 (20%)	22 (29%)	19 (25%)	12 (16%)	7 (9%)	<b>75</b>
<b>Global cultures and societies (people, communities, identity, values, behaviour, religion)</b>	5 (7%)	23 (31%)	19 (26%)	19 (26%)	8 (11%)	<b>74</b>
<b>International Content and Examples</b>	7 (9%)	19 (26%)	20 (27%)	18 (24%)	10 (14%)	<b>74</b>
<b>Ethical issues in Globalised world (including human rights and social justice)</b>	9 (12%)	18 (24%)	24 (32%)	14 (19%)	9 (12%)	<b>74</b>
<b>Professional Practice in other Cultures</b>	16 (21%)	19 (25%)	18 (24%)	12 (16%)	10 (13%)	<b>75</b>
<b>Critical global issues (e.g. environment, poverty, war, human rights, etc)</b>	12 (16%)	25 (34%)	16 (21%)	13 (17%)	9 (12%)	<b>75</b>
<b>Provides international comparative studies and international</b>	14 (19%)	16 (21%)	20 (27%)	16 (21%)	9 (12%)	<b>75</b>

The data presents a mixed picture: while the course content for some subjects will address these issues a lot, it is more likely that they will only feature in a small or moderate way. Only between 9 to 12% of respondents stated that ‘almost all’ their Course Content reflects the topics/ elements listed.

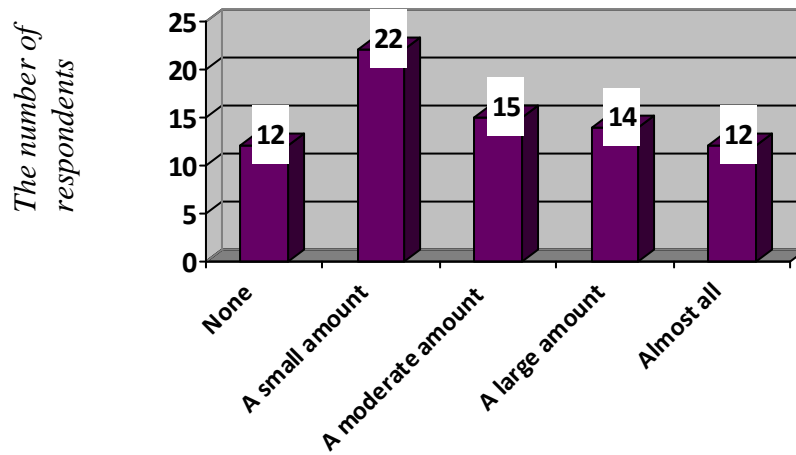
**Q19. Please rate the extent that your Teaching Materials/ Resources and Learning/ Teaching Strategies reflect the following.**

	None	A small amount	A moderate amount	A large amount	Almost all	Total
The materials and literature I use provide international perspective	6 (8%)	15 (20%)	30 (40%)	14 (19%)	10 (13%)	75
The unit examines global issues	12 (16%)	22 (29%)	15 (20%)	14 (19%)	12 (16%)	75
The reading includes authors from different countries	4 (5%)	8 (11%)	18 (25%)	24 (33%)	19 (26%)	73
Use of flexible or participative learning approaches to facilitate the development of cross-cultural perspectives	12 (16%)	20 (27%)	26 (35%)	12 (16%)	5 (6%)	75
Different cultural perspectives on topics are considered	7 (9%)	18 (24%)	19 (25%)	21 (28%)	10 (14%)	75
Culturally sensitive pedagogy	7 (9%)	26 (35%)	19 (25%)	14 (19%)	9 (12%)	75
Students explore the ethical implications of the subject	6 (8%)	13 (17%)	22 (29%)	20 (27%)	14 (19%)	75
Students have the opportunity to develop 'futures thinking'	11 (15%)	17 (23%)	19 (25%)	19 (25%)	9 (12%)	75
Students are encouraged to think systematically	3 (4%)	9 (12%)	14 (19%)	29 (39%)	19 (26%)	74
Students are encouraged to think about the implications of decision, eg. risks involved, the impact of global in the local	11 (15%)	13 (17%)	19 (25%)	18 (24%)	14 (19%)	75
Students are encouraged to think about the issues of Fairtrade	28 (37%)	23 (30%)	17 (23%)	5 (7%)	2 (3%)	75

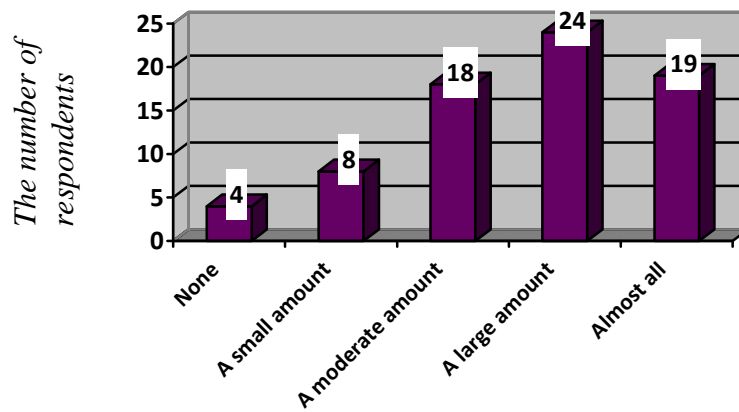
- The materials and literature I use provide an international perspective



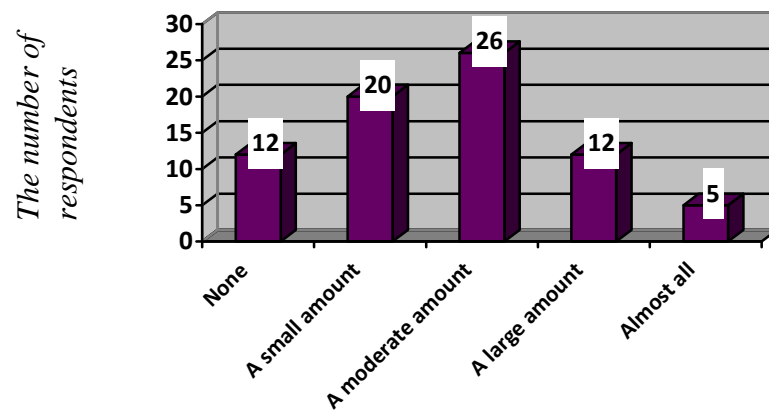
- The unit examines global issues



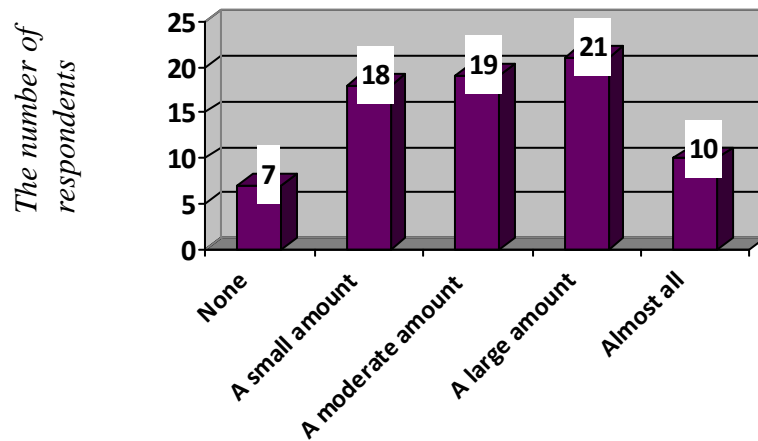
- The reading includes authors from different countries



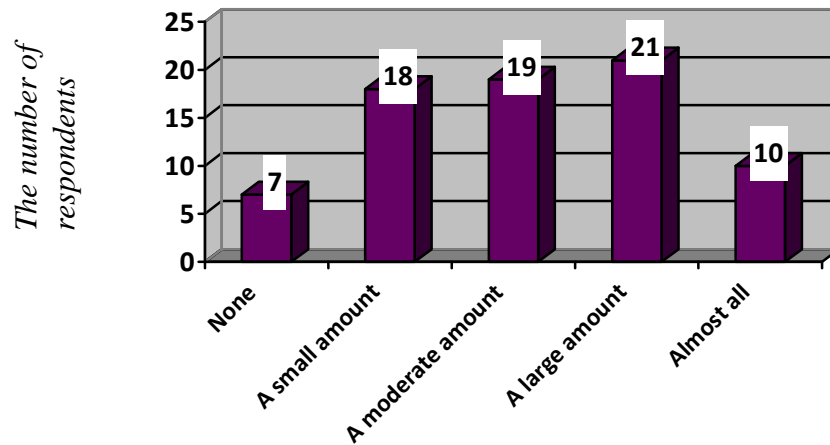
- Use of flexible or participative learning approaches to facilitate the development of cross-cultural perspectives



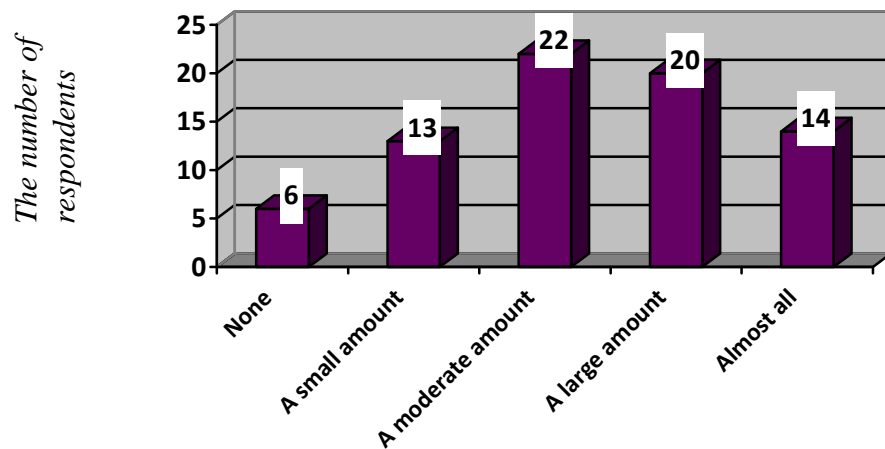
- Different cultural perspectives on topics are considered



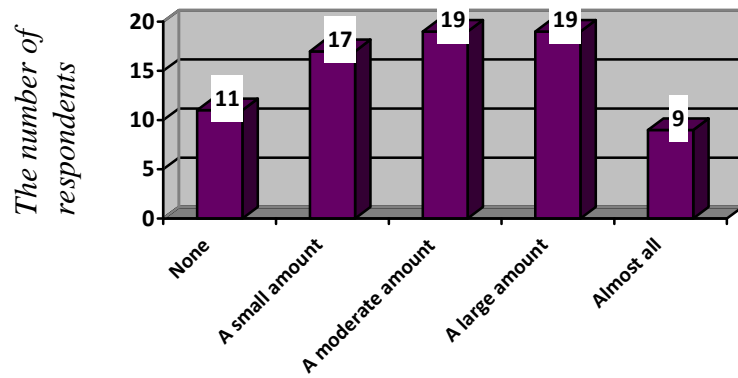
- Culturally sensitive pedagogy



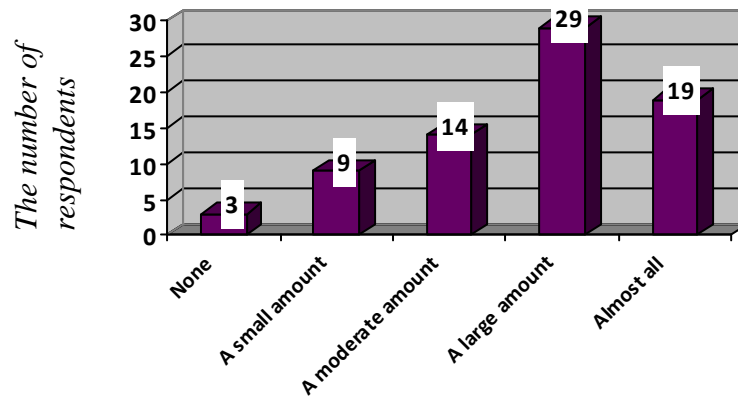
- Students explore the ethical implications of the subject



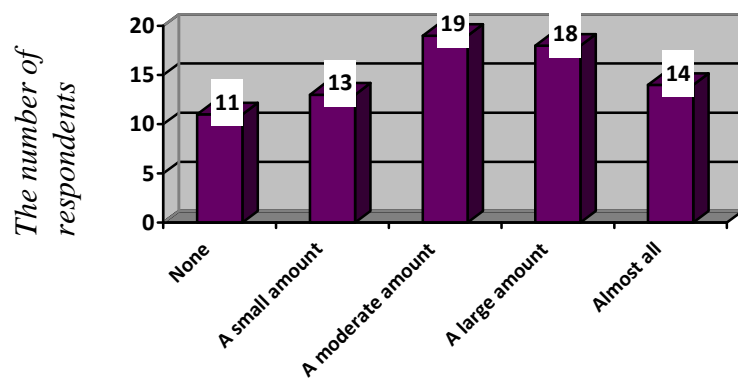
- Students have the opportunity to develop ‘futures thinking’



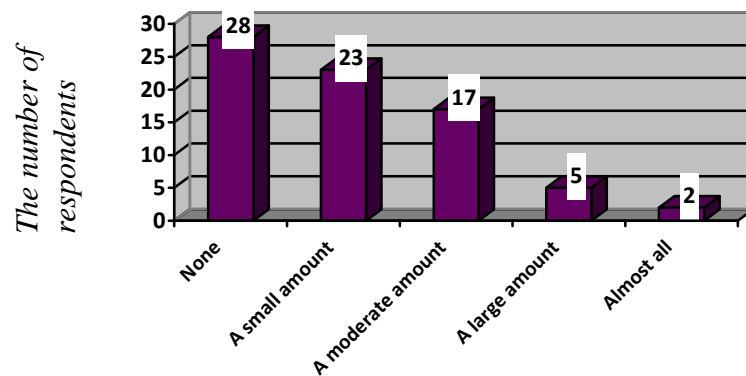
- Students are encouraged to think systemically



- Students are encouraged to think about the implications of decisions, eg. risks involved, the impact of global in the local



- Students are encouraged to think about the issues of Fairtrade

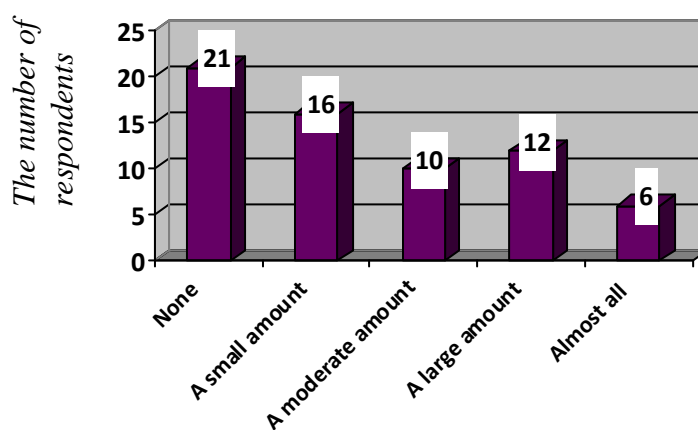


- 40% of the respondents consider that their teaching materials/ resources and Learning /Teaching strategies contain ‘a moderate amount’ of materials with an international perspective.
- 29% of respondents (22) stated that only ‘a small amount’ of the unit that they teach examines global issues;
- 33% of respondents stated that the reading list for students include ‘a large amount’ of authors from different countries.
- When rating the amount of teaching resources and materials that encourage students to think about the issues of Fairtrade, a total of 28 respondents (37%) stated that ‘None’ of their teaching and learning resources actually encourages students to do so.

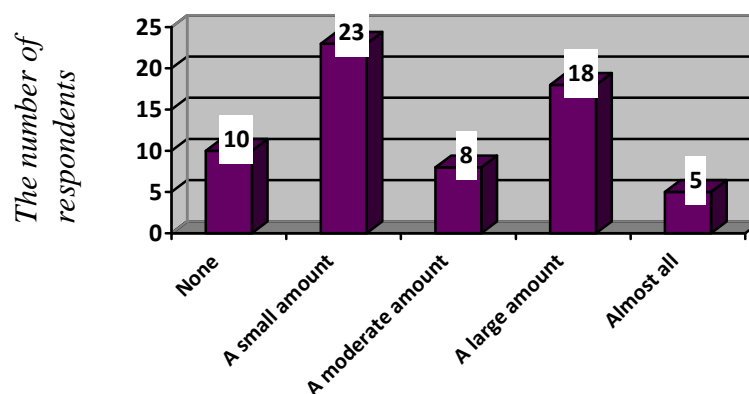
**Q20. Please indicate to what extent these elements feature in the Assessment and Coursework projects designed for students.**

	None	A small amount	A moderate amount	A large amount	Almost all	Total
Assessment measures the development of intercultural skills	21 (32%)	16 (25%)	10 (15%)	12 (19%)	6 (9%)	65
Assessment requires students to consider different cultural perspectives	10 (15%)	23 (36%)	8 (13%)	18 (28%)	5 (8%)	64
Assessment tests students' understanding of global issues	19 (29%)	17 (26%)	15 (23%)	11 (17%)	3 (4%)	65
Assessment tests students' understanding of sustainable development	30 (46%)	16 (24%)	11 (17%)	7 (11%)	1 (2%)	65
Assessment tests students' understanding of cross-cultural awareness	10 (15%)	23 (35%)	12 (19%)	14 (22%)	6 (9%)	65

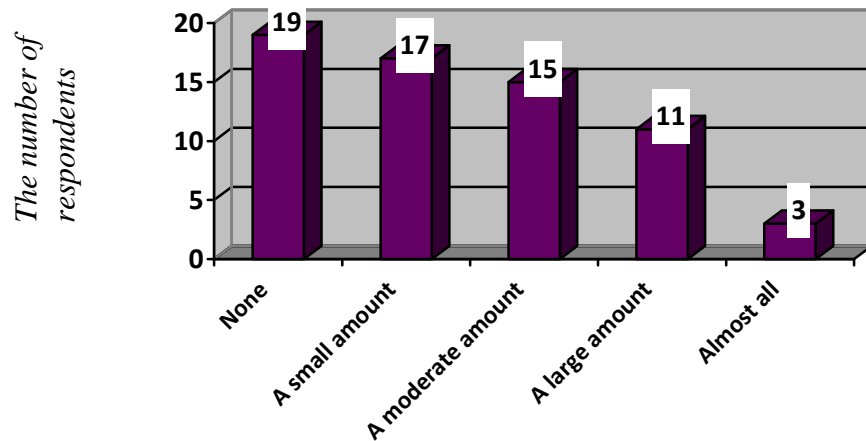
- Assessment measures the development of intercultural skills (65 responses)



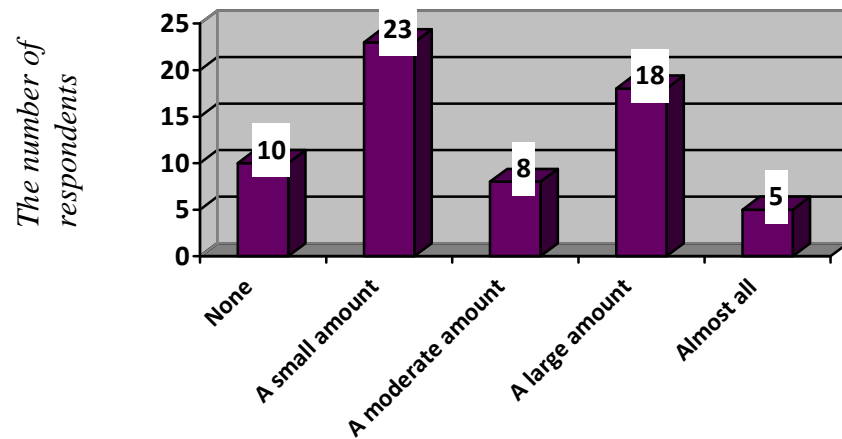
- Assessment requires students to consider different cultural perspectives (64 responses)



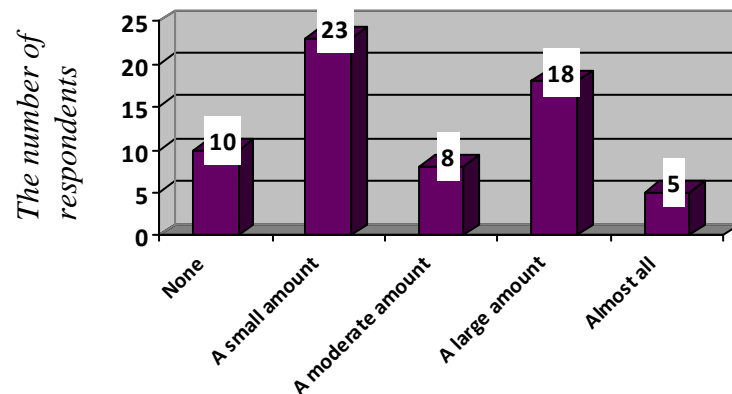
- Assessment tests students' understanding of global issues (65 responses)



- Assessment tests students' understanding of sustainable development



- Assessment tests students' understanding of cross-cultural awareness



- The majority of the respondents (32%; 21 respondents) stated that the assessment and coursework projects designed for students do not reflect assessment that measures the development of intercultural skills at all.

- This is similar for assessments which test students' understanding of global issues and assessments that test students' understanding of sustainable development. A total of 19 and 30 respondents respectively, stated that none of these elements (understanding of global issues & understanding of sustainable development) are reflected in their assessment and coursework projects designed for students.

### Q22 and Q23 combined

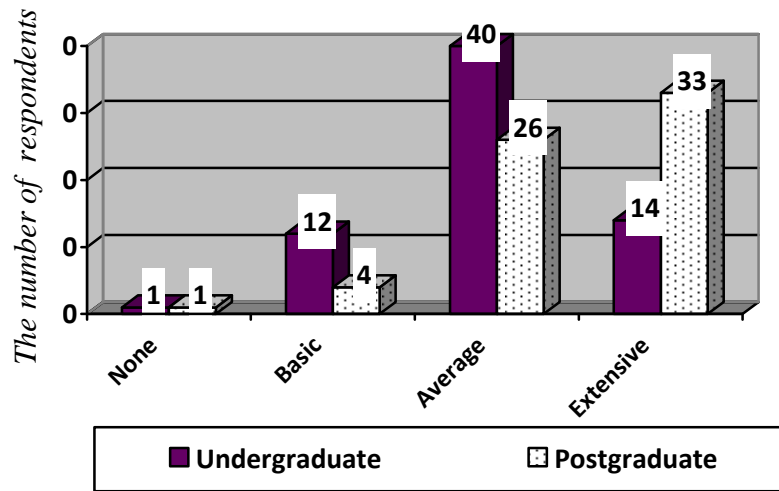
Please indicate levels of understanding you would expect students to have after completing an UNDERGRADUATE/ POSTGRADUATE degree programme.

	None		Basic		Average		Extensive		Total	
	U	P	U	P	U	P	U	P	U	P
<b>Awareness of basic global issues (globalisation, climate change, poverty)</b>	1	1	12	4	40	26	14	33	67	<b>64</b>
	1%	1%	18%	6%	60%	40%	21%	52%		
<b>Recognition that there are multiple perspectives and interpretations</b>	0	1	5	2	26	8	36	53	67	<b>64</b>
	0%	1%	7%	3%	39%	13%	54%	83%		
<b>Respect for the perspectives and views of others</b>	0	1	6	1	17	8	44	54	67	<b>64</b>
	0%	1%	9%	1%	25%	13%	66%	85%		
<b>Understanding the ethical issues related to their subject</b>	0	0	2	2	21	11	44	50	67	<b>63</b>
	0%	0%	3%	3%	31%	18%	66%	79%		
<b>Understanding the implications of sustainable development for them personally and professionally</b>	4	2	15	9	31	22	17	31	67	<b>64</b>
	6%	3%	22%	14%	46%	34%	25%	48%		
<b>An international perspective on the subject</b>	0	1	13	3	28	18	25	40	67	<b>62</b>
	0%	1%	20%	5%	42%	29%	38%	65%		

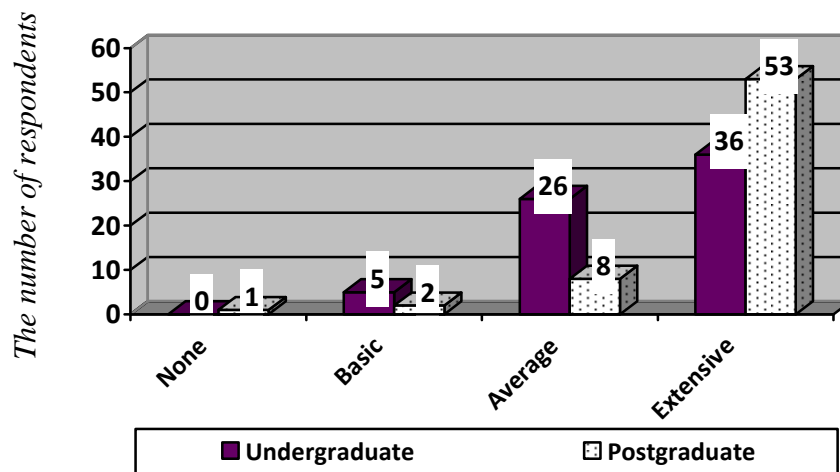
U = Undergraduate P = Postgraduate

- Most respondents expect Postgraduate students to have developed 'Extensive' understanding in all areas mentioned in the table.
- Out of the 6 areas, most respondents expect Undergraduate to have 'Extensive' understanding in 3 areas. The three areas are 'Recognition that there are multiple perspectives and interpretations', 'Respect for the perspectives and views of others' and 'Understanding the ethical issues related to their subject'.

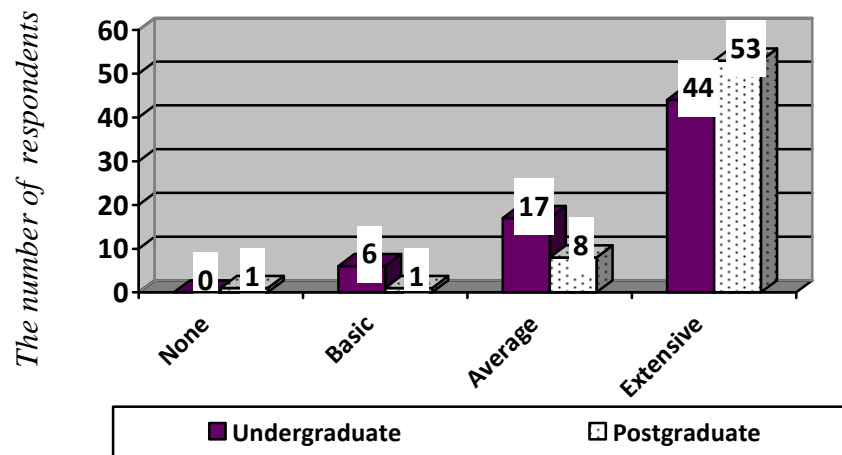
- a. Awareness of basic global issues (globalisation, climate change, poverty) (67 responses for undergraduate; 64 responses for postgraduate)



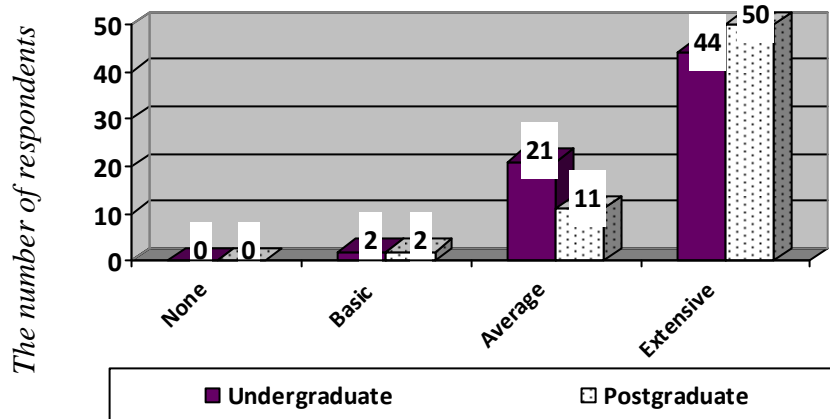
- b. Recognition that there are multiple perspectives and interpretations (67 responses for undergraduate; 64 responses for postgraduate)



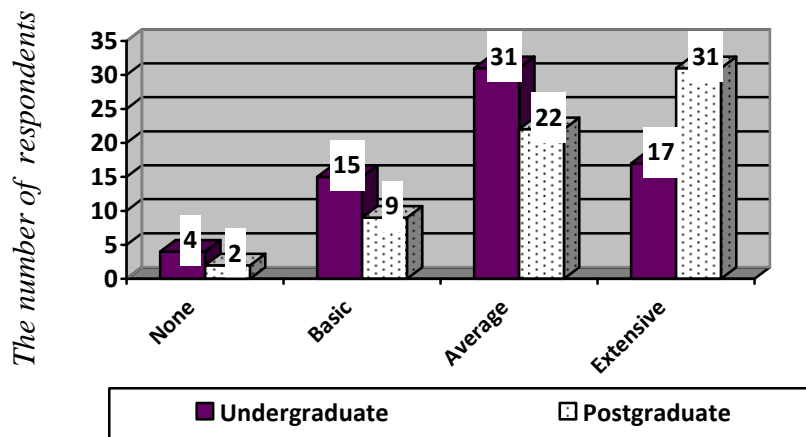
- c. Respect for the perspectives and views of others (67 responses)



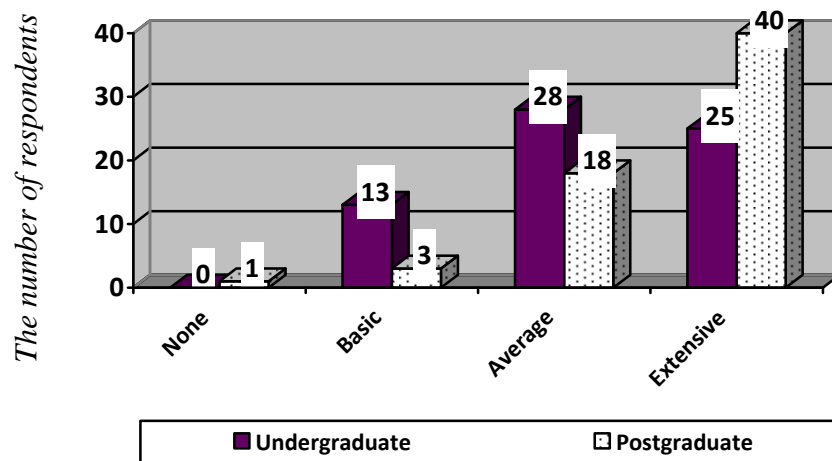
- d. Understanding the ethical issues related to their subject (67 responses for undergraduate; 63 responses for postgraduate)



- e. Understand the implications of sustainable development for them personally and professionally (67 responses for undergraduate; 64 responses for postgraduate)



- f. An international perspective on the subject (66 responses for undergraduate; 62 responses for postgraduate)



**Q24. Is there anything further you could do to enable students to gain a global perspective?**

One or two respondents made comments such as ‘*can’t think of anything’ or not really in my role*’ but others offered such a variety of comments including references to language learning and developing further opportunities for students to go overseas. A range of comments is presented below.

There is always more but not infinite resources so we do the best we can
language teaching
Only once I have a better understanding then I can include although I do always discuss a global perspective in my teaching to raise awareness.
There are very limited opportunities in my current teaching. What I include is developed from my personal experiences of working with overseas colleagues
Send them abroad, but sadly we are no longer able to offer languages so students no longer take placements in non-English speaking countries. But that was University policy! Global perspectives cannot be effectively taught they are learned from experience; through socialisation
Collaborative work with international universities (though this is hard to implement) More opportunities to be involved, via BU, in o/s development activities More study tours / summer schools
require international students to introduce case study material from their native origins
Highlight the general insularity of the British & Western societies- teach cultural recent history from the colonised experience- HISTORY is missing from the curriculum- e.g. Germany had real grievances post W.War 1; the `Oil Crisis was when the M.East countries took fair money for THEIR oil & not exploited by West; The British were successful pirates who became respectable
Facilitate international contact e.g. via video conferencing facilities
Encourage them to travel abroad and also mix more with international students here at BU. Learn one additional foreign language whilst at university
If I had time, engage students in discussion groups /action learning sets
In many respects, we teach for the professions and are confined by our approach to meet targets rather than broaden horizons. Students and staff have joint responsibility in this and global issues, whether war, famine, de-forestation, climate change and global politics should have some profile within the academic dialogue. Sadly, it is more likely to be about how to complete the assignment, pass the test, make the grade than thinking for oneself or awareness of others
critical thinking and anti-oppressive practice principles
Student exchange with developing countries
Integrate more with ethnic groups other than their own - I have noticed that with the Masters students they tend to gravitate to other students from their own region/culture. If a way could be found to mix cultures and nationalities more, then this would help to aid their global perspective.
Only if the university embraced this in course design. At the moment these decisions seem to be based on traditional 'academic' (head up ass) thinking versus real world perspective.
use wider examples - however as my own pedagogic research into the topic suggests relevancy is important - too wide ranging examples could alienate the home based majority!
A more international university.
Always ensure that there are sufficient numbers of international students on the course to ensure peer led discussion
doing more of the same and making sure it does get flagged up. As a footnote we have for many years taught students in HSC about diversity and respect for individuals as these are core professional body requirements - we just don't give it the globalisation tag but issues around communication and care for someone from other cultures is and has been core teaching. For example caring for someone who is dying from another culture / religion. We just need to be smarter about using the current terminology and raising it into everyone's consciousness
Continue to offer the Cultural & Environmental workshop as compulsory Encourage volunteering opportunities related to global perspectives
I see no difference in what we expect from UG and PG except by depth of analysis and critical thinking.

Integrating the student body, shared resources, possibly a buddy system. It is often the case that UGs have not come across a large international student body, yet a lot of them want to travel to other places for their gap years or post study - surely a way to link this in?
For PGs, spend time in a different culture, internationally or nationally - Bournemouth is not the most culturally diverse place in the UK!
with the post grads, more thought to the impact of cross-cultural seminar membership
Encourage them to work and travel to other countries and engage with different communities within their own country.
Continued globalisation of the curriculum.
Encourage them to volunteer

**Q25. How do you help students to understand the need for sustainable development? (75 responses; 117 choices selected as respondents can choose more than one option)**

	Respondents	%
Through my teaching	42	56%
Through group activities	22	29%
I don't. It's not my role	21	28%
Through coursework	19	25%
1:1 talks (tutorials, Q&A)	1	1%
All of these but little effort or time is given over to such practice	1	1%
By supporting the volunteering projects they choose as part of their Leadership Awards	1	1%
Discussion	1	1%
Doesn't really apply to my subject	1	1%
International research showing commonality of human problems	1	1%
Offering opportunity	1	1%
Only if it relates to the topic at hand	1	1%
Please see above	1	1%
Through encouraging wider reading and emphasising increasing importance to employers	1	1%
Through case studies/ examples	1	1%
Through school policy and practices	1	1%
Through the students learning as I am sure they learn more than I teach them	1	1%

- More than half of the respondents (56%) commented that they help their students understand the need for Sustainable Development through their teaching.
- 29% help students understand the need for sustainable development through 'group activities'; 25% through 'coursework'.
- A total of 28% of respondents think that it is not their role to help students understand the need for sustainable development.

**Q26. International exchanges can help students and staff to develop their global perspective. Would you be interested in developing an international exchange link for your school?**

68 participants responded to this question with 38 responding 'no' and 30 responding 'yes.'

Those who responded 'no' sometimes qualified their response by explaining that they had 'no time' or it was not 'relevant' to their role, or they were 'not in a position to drive such initiatives. Three respondents commented 'no' because they were 'already doing it.' One respondent explained the problem of 'the bureaucracy for doing so is appalling and we can never map students to our courses.' Others suggested that the 'curriculum inhibits exchange'

or ‘the course is almost entirely geared to UK employment.’ Another suggested that the ‘incompatible course structure at BU’ is an issue.

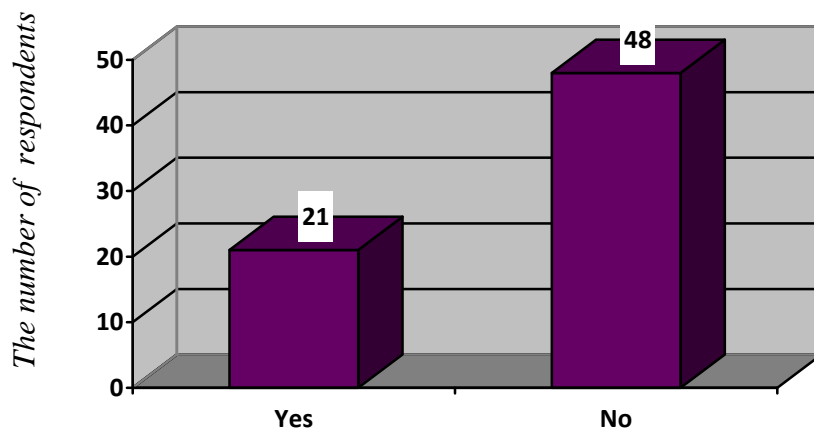
One respondent commented: *I don't think this actually provides a global perspective and (there are) environmental implications of travel*. a similar point made by someone else: *‘the impact on my carbon footprint would compromise my ethical stance.’*

Of the 30 who stated yes, 12 did not make any further comment; 18 added further information to their response sometimes suggesting places, courses or both. Comments included:

*‘It would be excellent to be able to have students from a resource poor country benefitting from an exchange in this country; BSC Occupational Therapy; Denmark; student electives in health; Zimbabwe; BABS .. Thailand, Vietnam, Taiwan; Links with China in radio/media - also Ghana would be a good exploratory place as would India, but surely we strive to link with all incoming students; human resource management courses; ‘Sweden and France; MSc Public Health Africa & Sweden; Social Work; Russia; Peru, Forensics; Computing course, any country; Tourism Entrepreneurship, Russia.’*

**Q27. Summer schools are an ideal way for international students to have a ‘taster’ of life in the UK. BU is currently looking into the possibility of setting up a BU Summer School which would run for 2-3 weeks in the summer and involve expertise across the University. Would you be interested in being involved with this?**

60 participants responded. The majority (70%) are not interested in involvement in summer Schools; only 30% (21) expressed interest in setting up a BU Summer School.



**Q28. Would you be interested in gaining extra knowledge or skills in order to introduce global perspectives to your subject area? If ‘Yes’, please give details on the areas you would like to learn more about. (69 responses)**

	Respondents	%
Yes	10	14%
No	31	45%
Yes, but I really don’t see how this can fit into my tight schedule	28	41%

- 45% of the respondents are not interested in gaining extra knowledge or skills in order to introduce global perspectives to their subject areas.
- 41% are interested but would find it difficult to fit in.
- Only 10 respondents 14% are unconditionally interested in gaining extra knowledge and skills.

Suggested content for staff development included:

- *Additional content for group work exercises promoting awareness of cross cultural and sustainability issues*
- *More support and information*
- *How volunteering works in other countries*
- *Interested, However, in my view, it requires a complete rethink of our international and global responsibilities*
- *Sharing practice re global issues, e.g. exemplars would be useful.*

Reasons given for not wanting to learn more included:

- *I don't see any benefit this will bring to the students*
- *Not sure where it would fit in*

### **Q29. What are the key opportunities for taking 'Global Perspectives' and 'Sustainable Development' forward across the University?**

There were forty responses to this question. Six respondents put 'don't know' including two who commented on the question as being 'too big to tackle'.

Thirteen responses were pitched at the level of the institution and suggested that this requires a 'serious commitment' which is 'proactive and forward thinking'. It 'needs to be integrated into everything we do as it's such a core agenda', with support provided 'infrastructure and resources'. It should be 'taken forward via all of our activities and commitment from all staff' and 'integrated into all policy areas'. One respondent suggested a need for 'better communication by taking advantage of all communication channels available - eg. email, portal, BU website, myBU and getting the support of senior staff to help disseminate the information'. Respondents also suggested some of the advantages of doing more: '- sustainable competitiveness - flexibility and adaptivity' and 'better equipping our students for the future'. 'Setting ourselves apart (positively) from competitors. Kudos. Credibility' and 'It's a good thing to do,' were just some of the comments made.

8 responses focused on the importance of the curriculum: 'incorporating it in all curricula routinely'; 'The best way forward is to integrate these themes in to all degree programmes that currently lack them' and 'they need to be a tightly integrated part of every unit, not an add-on'. One highlighted 'the danger of managing them from your Centre is that they can be seen as optional extras by those who have no time or inclination to get involved'.

The remaining responses were uncategorised and often demonstrated careful consideration. Examples included:

*'a) I would like to see the university offering 'no cost' bursaries to poor students from Africa - at all levels of study [b] greater tie in to NGO work for example with the ODI to raise our profile of what we can do [c] set up research/consultancy interest group to provide cross school activity to research and promote international business and social development in an ethical and sustainable way.'*

*'There are many different ways but perhaps one of the most powerful would be to implement the Healthy Universities project within BU, which provides a joined up approach to address both these and other issues.'*

*'Use non-UK students as a resource - some have done wonderful volunteer projects promoting awareness of their culture to others As mentioned before, run a campaign like Diversity Week with activities attractive to students.'*

*'Via the new pan-university centres (e.g., CeWQoL) and themes (e.g. Health and Wellbeing, possibly Green Knowledge Economy if it ever manages to move beyond just being about "the*

economy") Possibility of more multidisciplinary initiatives in teaching e.g., the cross-school Honours courses in sustainable development at St Andrews and soon to start at Edinburgh. At the moment, it's all too compartmentalised i.e., business students have very little awareness of psychological and sociological aspects, or of biodiversity/environmental relevance beyond watered down "green-washing" concepts. Development of critical thinking skills vital (e.g., can there ever be development, in the sense of economic growth, that is sustainable? Are there substantively different alternatives to current economic system? How do issues of democracy, gender, social justice, etc relate to environmental concerns?)

**Q30. Do you have any other information/ suggestions which may help us in developing education for Sustainable development and global citizenship further within the University?**

17 respondents expressed comments such as 'sorry no' or just 'no' including one who suggested, 'Sorry I don't think we should 'teach' this - it should be a contextual paradigm underpinning every thing we do.'

51 respondents made a variety of comments: the range of ideas is presented below.

Focus on the profile of new staff within the University. Analyse recent recruitment and review the potential of using this expertise.
Conferences that students and staff can go to with expert speakers from both inside and outside the University on the themes of sustainable development/global citizenship, it could inspire students or staff to think more globally. Also, possibly work with programme leaders to give students projects that make them think about these issues, e.g. TV production students could make documentaries that could then be showcased on the website somewhere?
Review our food and drink purchasing and provision
Workshops for students and staff to raise awareness of such issues
The best experience to inform teaching is gained from staff going out into the wider world rather than from students coming into BU. That costs money and the university has to be willing to support that sort of activity not expect staff to pay for it (or subsidise it) themselves
Participation in cross-departmental events, even things such as ISOP helped me.
Maybe sustainable development and global citizenship could be part of the staff induction. Perhaps they are now, but I don't think they were when I had mine. Some general workshops aimed at all staff - particularly about sustainable development and the Universities plans and future direction in this area - would be welcome. Maybe a drop in session to allow other staff to visit the Global Perspectives department would be useful. For example, I know about bits and pieces of what you do, but I know that I am unaware of the whole picture and the chance to drop in and chat to staff about it might raise awareness.
More guest lectures and debates with high profile individuals and organisations
Teach the relative shortness of time 2010 Obama- 70 years ago, 1940 No African Independent countries; 70 years pervious, slavery exists in USA. NB Technical changes to the moon Ombaba, 1940 no jet engines, no IT, 1860's establishment of steam age
non academic/professional services links with other Universities (Global not National) to share good practice but also to allow core staff to experience working in another culture
Workshops of information for students. Guest speakers. Staff setting examples to the students.
Marketing materials? Show statistics of how much a night leaving your computer on will cost or the amount of waste put into landfill. Perhaps even the waste we produce in relation to less economically developed countries I.E the empty can we throw away could be used as part of an engineering project in Africa using the aluminium etc
Get more involved with students, more presentations, workshops etc.
Developing mutually supportive relationships with the local/regional community
Most the staff that I work with leave their monitor on their PC overnight. It's such a pointless waste of energy.
core units - link to IPE type units
lead by example ie - on campus sustainable power
It would be good if they looked after their staff properly in the first place, before going Global.

Part of central induction (although difficult to avoid induction overload.)
Introductory workshops for staff
Suggest that international staff have to have sufficient levels of English in the same way that students do. Stop excluding professional staff from certain questions on surveys e.g. we have been previously involved in summer schools.
Needs to be led by senior management Needs also to be led by students
commitment from all staff
Offer studentships to overseas student who pay very high fees
It would be good for Global Perspectives to do a presentation to FCS as I am not sure what you do, so I am sure others are probably the same.
Development of stronger social science programs and research which is orientated to understanding and critiquing global processes and inequalities, and incorporating this expertise into staff development, training and activities of Centre for Global Perspectives.
compulsory units for all students - compulsory cultural awareness training for all staff
education of staff and users
Regular lunchtime or early evening (i.e. 5.30pm) speakers eg on Fair Trade and similar organisations (extra curricular - promoted amongst staff and students)
Encouraging and supporting research links between staff and students here and abroad particularly in developing countries
Reinforcing links already made. and look for possibilities in these first. Take a fresh look
Festival days / weeks when a specific culture / nation can highlight and celebrate its culture - music, costume, food etc Also more publicity relating to recycling, energy conservation etc
There is a large international student base within BU but I don't see any events or self promotion of their backgrounds which students may enjoy being involved with first hand
Forget sustainable and concentrate on global.
more relevant training for lecturers
Just the existence of the compulsory Cultural & Environmental strand to all 3 levels of the Leadership Programme - and the team could make sure you are made aware of each volunteer project with a relevant focus.
Staff surveys such as this are useful.
Maybe a seminar in each school explaining your work and objectives? I only found out about the centre via email and other staff. It needs to work more closely with school exec.
Workshop days, interactive seminars, run throughout the year with mandatory regular attendance ie once a year for all staff
More projects linked to international markets; more cross section of group work including international students; more promotion of what the International team at BU actually does;
Employ staff who have a global view.
Include information in all BU mailouts to freshers and in the guides produced (prospectus). Encourage a monitoring system in all schools and professional services and regular reviews on progress.
More sharing of opportunity.
Encourage students to volunteer in relevant projects and use their BU volunteering services
Could the whole Bologna issue be disseminated? Really not clear about its overall purpose, structure, implications. A greater understanding might encourage more interest across the School

## **Conclusions**

The data suggests that BU has made some progress in developing global perspectives since 2005 but that there is still more to be achieved, particularly in the area of the curriculum and in providing education and support for a wider group of staff in addressing sustainable development. Although global perspectives cover both internationalisation and sustainable development, and these areas are often inter-twined, the conclusions have been separated out to facilitate dissemination to different stakeholder groups.

## **Internationalisation**

The data suggests that BU has made some progress in its internationalisation endeavour, since a similar staff survey was undertaken in 2005. Only 1% of respondents feel that BU is not at all international; the majority of staff 76% score BU at 5 and above, on a scale of 1-8 (where 1 equals not at all and 8 equals fully). Only 5% of respondents regard BU as 'fully international.'

The diversity of students but also staff at BU continues to be the most frequently cited reason, for stating that BU is international. It is suggested that 'diversity' (lack of) is '*not as bad as it once was but could be better.*' However, in considering what would make BU more international, increasing diversity on campus is mentioned fewer times than the need to increase international partnerships and to extend opportunities for student and staff mobility. Respondents also identify that there are barriers to mobility which need to be tackled and that the process needs to be both simplified and funded.

Respondents suggest the need to develop more programmes to attract students from overseas and that BU needs to address internationalisation of the curriculum. Several responses highlighted a need for a broader curricula, which reflects global issues and includes a real appreciation of non-Western models of life, economy etc. with the suggestion that BU is too focused on business in a sometimes uncritical way.

Respondents frequently suggest that staff need more encouragement to pursue international links and that more funding is required to extend partnership activity.

Most of the respondents come into contact with international students with 48% in the 'frequently' and 'all the time' categories and 42% falling in the 'sometimes' category. 66% of staff 'sometimes' find it challenging dealing with international students, due to language barriers and 54.5% sometimes find it challenging due to cultural differences.

While 55% of staff feel that they have been given sufficient training in dealing with students (and staff) of different nationalities, 45% feel that they have not had sufficient training. Only 10% of staff, suggest that it is not the responsibility of the university to provide training. Over half of the respondents highlight a need for training and development that takes the form of workshop sessions to facilitate understanding of cultural diversity. It was suggested that these should also be part of induction and of the staff development programme. 16% of respondents suggest the development of resource packs and guidelines to inform general understanding of other cultures but also linked to cultural difference in terms of pedagogy and student expectations of higher education.

When asked about their research in relation to internationalisation, staff are more likely to respond that their research involves international perspectives than they are to suggest that their research critiques global processes. While one third of respondents are not considering international perspectives and global issues a further one third suggest that their research does focus on significant global issues.

In considering Learning Outcomes for subjects taught, the data suggests that some progress has been made particularly with regard to '*students will behave ethically in social and*

*professional environments*'. Further progress needs to be made in terms of outcomes such as *'students will become more aware and tolerant of cultural diversity'* and will have *'problem solving skills to address international issues'*

Although some progress has been made in terms of course content that addresses internationalisation and a global dimension only a small percentage (between 9-12%) of respondents are providing a more international course content. 19% of respondents do not offer international perspectives on their subjects; 21% do not consider professional practice in other cultures; 20% do not consider the use of case studies from outside of the EU.

Assessment is unlikely to measure *'the development of intercultural skills'* or *'students understanding of global issues.'*

Interestingly in contradiction to the responses in relation to Learning Outcomes, Course Content and TLA, respondents suggest that when BU students graduate that they will have an international perspective and have average and very often extensive understanding, of all the issues previously mentioned (global issues, respect for diversity, ethical issues international perspective etc). This suggests that students are either learning this by osmosis, or that more is expected of the extra-curricular sphere.

A number of respondents are interested in developing opportunities for International mobility but the majority of respondents are not interested in developing Summer Schools. Only 21 staff expressed an interest in establishing a BU Summer School.

### **Sustainable development**

Staff are more likely than students to suggest that the responsibility for sustainable development lies mainly with government, rather than individuals.

The majority of respondents have not attended any training in relation to SD.

The majority of staff (54%) is also only vaguely aware that SD and carbon reduction may be linked to funding in the future; 32% are fully aware of the link between carbon reduction and future funding.

When asked to rate the content of their research, almost a third of academic respondents admit that *'Sustainable development'* is addressed only minimally in their research while close to 15% of respondents strongly believe that their research addresses sustainable development. A similar pattern can be observed when respondents were asked to consider the implications of sustainable development in their role: 32% out of the 161 respondents to this question think that they consider SD extensively in their role; while this is followed closely by 24% of respondents who either have no or little consideration for SD in their role.

When it comes to analysing teaching content/material, assessment and expectations for BU graduates, almost half of the respondents (46.3%) expect Undergraduate students to have developed an average level of understanding for the implications of sustainable development for them personally and professionally; and an equal amount (48.4%) expect Postgraduate students to have an extensive level of understanding for the implications of sustainable development. However, almost half (46.2%) of the respondents, admitted that *'Assessment and Coursework projects'* designed for students, do not examine their understanding of sustainable development. This finding opens up the question of the actual relationship between course content and assessment.

Academic respondents were also asked how they help students gain an understanding of the need for sustainable development. Quite a substantial amount of respondents (28%) think that

it is not their duty and responsibility to help students understand the need for sustainable development and therefore do nothing. This figure does not come as a surprise given the equally sizeable number of respondents who either do not consider or consider very little SD in their role.

As for the respondents who do help students understand the need for sustainable development, they achieve this through their teaching. Unfortunately a weakness of the questionnaire is that respondents were not asked whether they have ILOs or course content that directly addressed SD. Therefore, the claim that 56% of the academic respondents help students understand the need for sustainable development through teaching; 29% through group activities; and 25% through coursework, cannot be explored further. However, respondents were asked to rate the extent that their teaching materials/ resources would allow students the opportunity to develop 'futures thinking': 50% (38 out of 75) state that their teaching materials/ resources do this to a moderate amount, or large amount. This aligns with findings of the student questionnaire (2009), where more than half of the student respondents (161 out of 301) agreed or strongly agrees that their '*course enables them to understand global issues and the importance of sustainable development*'. A further observation is that the total number of academic respondents (56 respondents) who purported to help students understand the need for sustainable development through their teaching compares with the number of respondents who thought that 'Universities' has a high level of responsibility for securing a sustainable future (59 respondents).

When asked about possible suggestions/ideas that could help in developing education for sustainable development further within the university, many respondents suggested inviting guest speakers to '*set examples to the students*'. Ironically, the attendance of both staff and students to the previous Global Learning Seminars has not reflected this demand, despite the fact that guest speakers have included prominent experts and sessions have been extensively marketed.