

UNIVERSITÀ CATTOLICA del Sacro Cuore

WORLDBOUND

N° 2 - 2019

Cover story

ALL EYES ON THEM

It's time to welcome the new addition to the Generation family

Research

WHAT REALLY MATTERS

International students are an important source of diversity, and making sure they are satisfied is imperative

Students

#TRUSTTHEJOURNEY

Living like a local, from Boston to Hong Kong to Edinburgh. Francesco never stops exploring





MESSAGE FROM CATTOLICA INTERNATIONAL

Following the successful launch of the first edition of our magazine, we are very proud to present the second publication of Worldbound.

Whilst our first issue addressed employability - how students perceive it, what the labor market expects from them, and what we as a higher education institution can do to satisfy both sides' requests and needs, in this second issue, we turn to an audience that is taking center stage on our campuses. We are talking about Generation Z.

Generation Z is a group with its own set of values, preferences, and behaviors. Their attitudes towards technology, finance, and spending are undoubtedly different from previous generations.

Born in the late-1990s to 2010, Generation Z accounts for the highest generation of all students enrolling in universities today. As a higher education institution, this makes our role exciting, yet challenging at the same time. We must pay close attention and be ready to foster change across our campuses because this generation is different from their peers.

Higher education institutions across the globe are constantly exploring new and innovative ways to transform teaching and learning in response to the needs and wants of this generation, but above all, we must dive deep into learning effective communication strategies, and this goes beyond using digital devices, even if this generation doesn't know life without internet.

We need to focus on what they're interested in studying, how they're studying, their degree goals - including employability, their concerns about the future, and additionally, their interests beyond the classroom.

Through research and testimonials, in this issue of Worldbound we explore some of the dynamics of this generation.

Generation Z is fruitful and they keep us on our feet, they are "go-getters" and want to make a positive change to the world and their surrounding environments, making a positive impact on our campuses. We can safely say, they feel "Worldbound."



Professor Pier Sandro Cocconcelli
Rector's Delegate for
Internationalization Projects



Dr. Edilio Mazzoleni
Director, Global Engagement
and International Education

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ALL EYES ON *them*

GENERATION Z: THE FIRST TRUE DIGITAL NATIVES. BUT WHAT ELSE CHARACTERIZES THIS GENERATION?

There has been a generation shift in our universities, Millennials have (almost) all graduated and our campuses are now dominated by Generation Z, a group of young people ready to conquer the world. The first true digital natives, surrounded by an abundance of information, but in search of the truth and authenticity. Marketers still have room to deepen their understanding of this generation, but we wanted to get up close and personal with this generation who in this article and in this second edition of Worldbound have given us some insight into just what they value and how they see themselves.



Helin gets dressed early in the morning to attend her university classes. As soon as she's got everything she needs, she leaves the apartment and closes the door. The 20-year-old International Relations student walks to the nearest subway station from her place. She speeds up as she hears the rumble of the train and hops inside before the train honks and closes its doors. Then, she pulls out her phone to check her Instagram.

It's the only social networking site she has right now. She deleted her other social media accounts a few years ago after she realized she had been spending too much time on them. "I wanted to do other activities. I wanted more time to read, watch movies or go out. I think I stopped checking my phone every minute after I deleted my accounts," she says.

She has kept her Instagram to still keep in touch with her friends, get travel inspiration, and read fashion advice. "After I've looked through them all, I'm done. I don't think I'll check my phone after a few hours," she says.

Helin is part of Generation Z along with people born from late-90s to 2010. They are dubbed as the generation who stays online. Visual Capitalist CEO Jeff Desjardins shared in his World Economic Forum article that 92% of them leave digital footprint as they spend hours online.

This Netflix generation favors new social networking apps and sites such as Twitch, Reddit, Tiktok, Lomotif, and NTWRK as reported by Zebra IQ, a market research and consulting firm.

But they're more than that. Like Helin, millions of Gen Z prefer not to stay connected online at all times for the 'fear of missing out,' or FOMO in their slang, exciting adventures. Beyond the idea as a generation who can't live without their smartphones, Gen Z have started to change how the world runs.



THEY'RE LOCALS, NOT TOURISTS

What Gen Z want is an immersive experience. Unlike a typical tourist who visits a country for two to three days, Gen Z stay longer to maximize the experiences of being abroad. In a study of AFS Intercultural Programs, between 57% and 75% of Gen Z seek cultural experience abroad. They don't go abroad just to take pictures of the famous squares or spots. They want to become a local and be part of its culture. In fact, 51% of them like to live like a local abroad based on the New Horizon survey of 57,000 young people and as reviewed by the World Youth and Student Educational Travel Confederation.

How about the expenses? They're sure they could live in debt and loans so long as they travel abroad. Travel has become their priority. Ticking it off their bucket list is a must. According to Mccrindle's Continki Youth Evolution research, 76% of 18 - 21 year olds want to travel more, and 26% of 18 - 21 year olds and 39% of 22 - 36 year olds are willing to run into debt for the sake of traveling. Social media plays a big role in the reason why Gen Z travel. Expedia Group Media Solution conducted a study

on the behaviors, attitudes and influences of the young travelers. 84% said that travel pictures and videos on social media inspire them to go abroad. Discounts, deals, travel packages along with vibrant and attractive images are found impactful to 60% of the respondents when deciding to travel.

AFS CEO Daniel Obst believes it's good news that Gen Z are not the typical tourists. "What's more, Gen Z students don't just want to simply travel to other countries; they are looking for authentic experiences through the eyes of local people. These are the adventures and stories they want to experience and share others," he said.

THEY HAVE GLOBAL IDENTITIES

There has been an influx of 4.8 million international students in 2016, a huge leap from 2 million in 2000 as reported by UNESCO. From the QS article on the growth of international student mobility, the number is expected to increase up to 8 million students by 2025. A pattern of growth in the number of students studying abroad seems evident and is estimated to be a long-term scenario.

There are different reasons why Gen Z go abroad. Martha, 22, will soon volunteer in Latin America or Africa. She was 17 years old when she first volunteered for an association that takes care of people with mental and physical disabilities. She has grown fond of helping others in her own way, but she wants to do it in another place. "I'm very interested in the culture and traditions of Latin America and Africa, and one way to know them is to help them," she says. While Martha is up to volunteer abroad, Giulia has decided she will go to Beijing to study Mandarin Chinese. The 22-year old opens herself to a new culture and her first stop-over is China. For her, to learn the language is to learn the culture. "The Italian Language is completely different from Mandarin Chinese. I'm very curious about it, just as I am with the culture. I'm studying it right now, but I feel that it's not enough. I want to be able to speak and use it as fluent as possible and one way to do so, is to study in China."

Francesco Cinti has a passion for traveling. At the age of 17, he spent a year in Massachusetts alone. He crossed different cities by bus and experienced strange encounters that marked a promise: he would keep traveling. From Hong Kong to Edinburgh, he fulfills that promise. Not only does he meets new faces as he travels, but he also becomes part of the local scene as he indulges into the culture. Rayane, 20, says that traveling and studying abroad are the best ways to learn and improve. For her, she thinks it will be difficult to go back to her home country as she slowly adapts to the new lifestyle abroad. For Anna, 21, they are an experience like nothing else. They broaden perspective that helps to understand why a person of a different culture lives the way he or she does.

Gen Z who have immersive abroad experiences reap benefits apart from the cultural experience. In the job market, an IES Abroad study shows that 97% of international students landed a job within 12 months of graduation as compared to 49% of students who didn't study abroad. 25% of them are offered higher starting salaries than those



who studied in their home countries. The 2013 AIFS Study Abroad research reveals that 56% of international students believe studying abroad lets them acquire skills and competencies required in employment while 80% say that they have improved their adaptability in "diverse workplace environments."



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Employers value the international experiences of the fresh graduates. From the Global Employer Survey Report of the QS World University Rankings, with 10,000 employers surveyed across 116 countries, 6 out of 10 employers see the abroad experiences as an asset while 80% are actively looking for graduates who studied abroad.

THEY'RE DISTINCTIVE AT WORK

Millennial and Gen Z speaker Ryan Jenkins used a live poll in one of his conferences that involved 300 hundred first-year college students. They were asked to use their mobile phones to answer the poll and see the real-time results on Ryan's slide. The only question was: what is your preferred communication at work? 72% of the answers showed that Gen Z would prefer a face-to-face conversation. In another survey, the Gen Z were asked what were the factors they would consider if they were offered a job. They wanted an opportunity where they could learn new things and 24% of them answered that they would not take the job without it while 56% of them would love to have it. Positive relationships at work was also considered where 27% would turn down the job without this assurance while 53% believed it would help create a more enjoyable workplace. A flexible schedule was deemed preferable and 24% of them would refuse the job without it while 46% would see it as a great offer.

Michele Bianchi, 20, is a full-time student and an employee for two companies. He does not find it challenging to study and work at the same time as he manages his schedule well. Then, his two companies have given him flexible schedule since they are aware he is still a university student. As he juggles two jobs, Michele still finds time to attend his classes and study. He enjoys it and thinks that what sets him apart is his work experiences even before he graduates, a sure edge to his future endeavors.

The Center for Generational Kinetics annual Gen Z report last 2018 states that over 65% of Gen Z have a strong desire to receive frequent feedback from their supervisors, managers and executives to stay at their job. The interaction will induce improved working capacity of Gen Z and encourage them to keep their job.

When it comes to collaborative work, Gen Z are team players. 63% value the essence of working with professionals and individuals of different academic and skill-related backgrounds compared to homogenous-based teams, as reported by Cision PR Newswire from EY. 20% believe that having people across cultures in their team is considered an asset to their workforce.

In addition to these outcomes, 70% of Gen Z are keen to engage themselves in their tasks, learn new skills, and develop expertise on various domains to satisfy their curious and open mindset. They don't fear challenges outside of their comfort zones and neither failures as long as they learn from them. 97% are more than prepared to gain insights from the completion of a task and 63% prefer to receive constructive comments from time to time on anything they have done throughout the year.



HOW DO GEN Z SEE THEMSELVES?

Marielle, 21, says she's more idealistic when it comes to work. "I believe I deserve a job in a company that's already established, a workplace that has a nice and healthy working environment, a good pay, and a job that's convenient for me when I commute. What I can say with my tasks and with what I do is that I'm much more willing to do "dirty work" and I'm much more committed to finishing tasks."

23-year-old Bálint sees the new generation as more motivated and driven, and have more flexible working space since "if we like to work remotely, we can do so at our own homes, thanks to the technology. Basically, we can choose when to work which is not how the previous generations experienced. Then, whenever I have tasks to do, I finish them as soon as possible. I'd like to think I am a team player and I do my best to give the best outputs."

Neca, 21, thinks Gen Z tend to favor immediacy. "Gen Z like to get things done as soon as possible for immediate results. We are impatient and we always rush. However, we also are strong willed and dedicated. When we want something, we do everything we can to get it and own it. We bravely stand for what we know is right and are not afraid to speak up. We are more open-minded on various issues especially in politics."

For Kinza, 22, Gen Z live in a generation with less restrictions and can express their thoughts without many barriers. "I think we're more democratic. We aren't stuck in the traditional order of life. Social media is an example where I can just find people who are like me, who think like me. Now, you have so much information and it makes you a new person. It makes you not conform with anything that you've been taught if you get a different perspective. I think it's just much easier to be alive in this time. We have more freedom to express ourselves. We are a free generation. We can be who we want to be, not defined by the people who want to restrict us."

Yet Gen Z are still in the phase of change as 21-year-old Alejandra believes. "For me, we are the transitioning generation. We have the characteristics of both the old and the new world. We remember the time when life was humble: the only way you could locate a person by calling

their home phone and where the TV only had a handful of channels. But we've also come to live in a time where the world is within your reach. This makes us appreciate everything, not taking things for granted, know the value of possession, knowledge and technology, but also be incredibly resilient, adaptable, eager to learn, and to embrace change. I feel like the previous generation is hesitant to change while the new generation don't fully grasp the value of change, not because they are too young to comprehend, but because they take change as it is, a given gift. Generation Z can reflect on change and its different forms, and analyze how it affects the life we know and how it will affect our lives in the future."

IT'S TIME TO WELCOME THE NEW ADDITION TO THE GENERATION FAMILY

Gen Z are more than an "online" generation. They are practical, sensible, and realistic. They want to live in the present. They don't need to stay connected at all times. They enjoy spending time with their friends, going to places they've never been regardless of the expenses. They travel and study abroad to become part of another culture. As multitaskers, they can juggle two or more activities at the same time but still manage to finish them. They have a thirst to learn and develop a new set of skills. They can be both independent and team players at work. They always look forward to a more progressive and open working environment. They encourage the old system to listen to them and adapt to their needs too.

Gen Z are fearless and eccentric. They might be impatient but they are determined. They might not understand how the traditional system works but they are resilient. They are open-minded, democratic and adaptable.

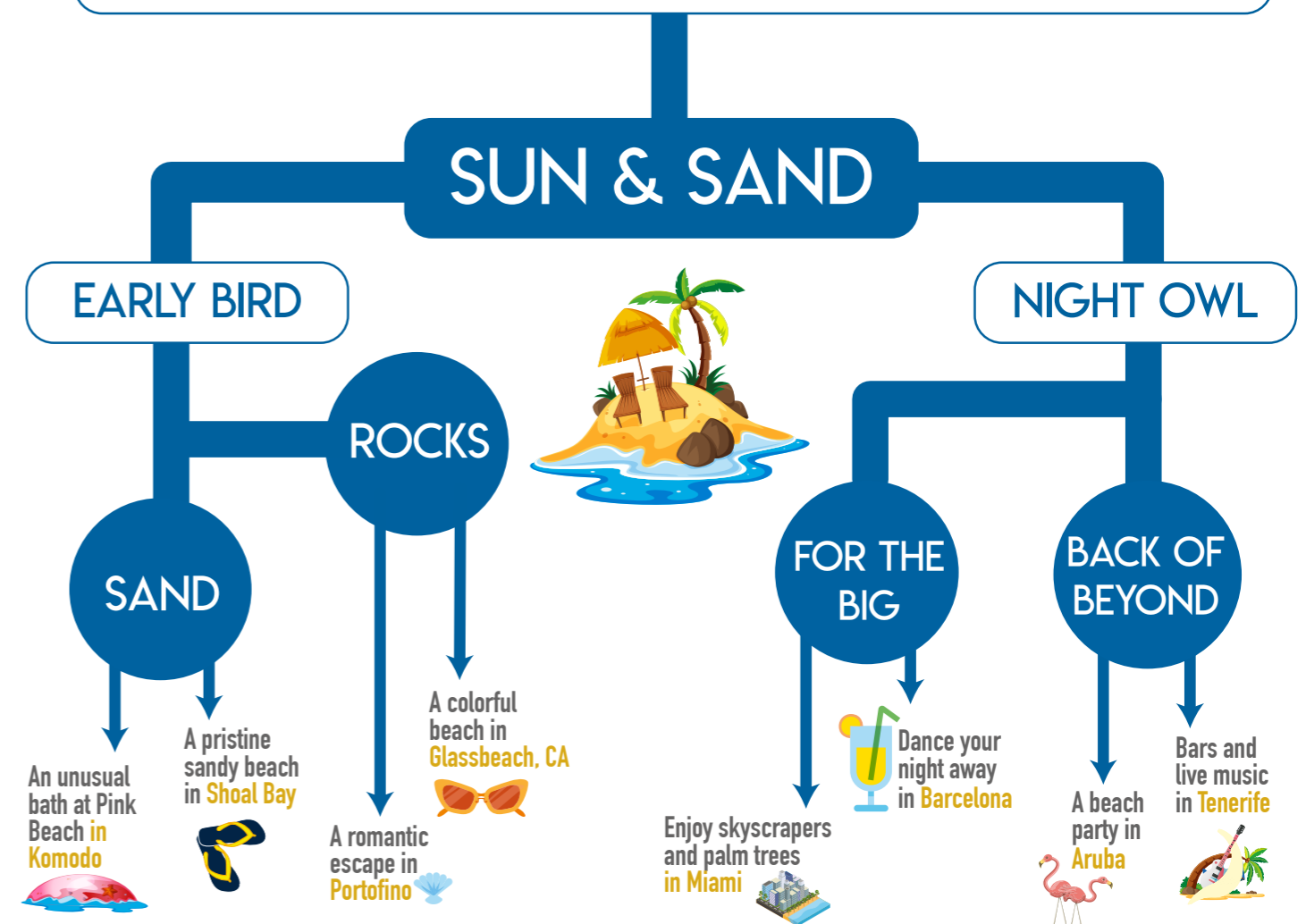
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WHAT'S YOUR TRAVEL PARADISE?





UNDERSTANDING WHAT MAKES GEN Z TICK

Much of the research surrounding Generation Z talks about technology, but several other factors are characterizing this group of young people, which higher education experts have unfolded for us given their experience. More importantly, are HE institutions effectively doing enough to engage with this audience?

ROB LAWRENCE



ROB LAWRENCE has spent 30 years producing strategies for universities and governments around the world. He is a renowned and awarded expert in understanding the complexities and dynamics of different audiences, based upon meeting thousands of students and opinion leaders every year. Rob has been an enthusiastic advocate of Università Cattolica for over a decade.

HOW DO GENERATION Z SEE THEMSELVES?

Generation Z has seen technology as a constant throughout their formative years. Consequently, Generation Z are technically adept and agile, social media has become their primary means of communication and they access information and opportunities from multiple sources.



Generation Z seek immediacy. They view possibilities through the experiences of others in a world which is considered borderless. They have become conditioned to creating their opportunities, building their networks and

quickly distilling and rejecting information. Any breakdown in technology is no longer an acceptable excuse. Local has become global. And generational divides have shifted how parental insights, for example, are perceived and viewed.



For Generation Z, life is about accruing a portfolio of experiences, skills, connections, and capabilities. Their time horizons are increasingly narrow and one project is rarely completed without another underway. Indeed, for Generation Z, life is a series of projects, often disconnected.

Generation Z are resourceful. Many use ingenuity and innovation as vehicles for building their own enterprises. In their expectations, career and employment permanency has largely disappeared; instead, being replaced by their insatiable desire to explore, travel, interact, experience and excite.

Generation Z is not without problems. Just as many are confident and aspirational, others are fearful of being misjudged. Constant exposure to social media makes them attuned to criticism. And the propensity to broadcast has impeded the desire for privacy and perpetuated the importance of identity. Generation Z fears being rejected or judged which frequently impacts social and health issues.

Generation Z is globally connected but equally, fragile. The upsides and downsides experienced in any day can result in a rollercoaster of emotions. They can become anxious when their devices are inaccessible. They generally dislike being sold to. And their reliance and trust are based upon who, how and where they choose to engage, on their terms.

One final thought: whilst the term Generation Z is technically correct, there is another way to interpret this segment and that is Generation G, since they look upon the world through a different lens to that of their predecessors.

WHAT DO GENERATION Z LOOK FOR WHEN APPLYING FOR A SPECIFIC PROGRAM / UNIVERSITY?

There continue to be those members of Generation Z who are intent upon a specific career, such as medicine or architecture. These students often have family connections in related fields and are influenced by teachers, school results and personal desires.

But an increasing proportion of Generation Z are confused. They know the types of outcomes and opportunities they want to experience, but are often unaware of how to achieve these aspirations through their choices of program and university. Consequently, many seek options which spark their interest around what a program offers, the opportunities and experiences which come with the program and, how they consider a university can facilitate their desired goals.

The internet and social media mean that Generation Z are exposed to countless options. They still look to practicalities, such as transport access, course duration and facilities; but equally, Generation Z looks for community, environment and opportunities.

As highly visual learners and communicators, they explore images and make their judgments around how people appear.

Generation Z's search for opportunities is a product of social media. They are alert to mobility options and exchanges. They increasingly appreciate the importance of extra-curricular and co-curricular activities. They are often motivated by voluntary, mentoring and internship schemes and above all, they seek avenues to create their own individual brand.

Generation Z seek the affirmation of their networks. They will review the experiences of others and are renowned for reaching out to learn about what both the university and program have to offer.

Generation Z's requirement for immediacy has created impatience. They are not necessarily prepared to delay access to subjects and opportunities in latter years. They seek personalized, accurate and quick responses. They will often base choices around how well recognized they feel and whether their demands are understood and can be met.

Above all, Generation Z are discerning. They rarely appreciate rhetoric, they seek proof and ultimately, they demand transparency.



CARMEN NEGHINA



HOW CAN UNIVERSITIES AND COLLEGES CREATE AN ENGAGING ENVIRONMENT FOR GEN Z?

What we see more and more often is that Gen Z students increasingly want to make a change in the world, to influence their environment and create a better life for everyone. **I think this is a great opportunity for universities and colleges to become more involved in some of the critical debates currently happening around the world** and help their students gather the skills they need to become agents of change on topics such as climate change, gender and income equality, global health, technology and automation or the sustainable development goals. By teaching students how to create movements, collaborate, use their knowledge to bring about real solutions to some of the world's or even just their community's challenges, **universities can truly create the leaders of tomorrow and empower their students to impact the world they live in.**



WHAT DO THEY LOOK FOR WHEN THEY APPLY FOR A SPECIFIC PROGRAM/UNIVERSITY?

As prospective students now have access to more information and more study options than ever, we do notice that students are increasingly looking for programs that match their personal ambitions, lifestyle, and career paths. **I think most students are moving away from thinking about the "best university" and instead are becoming more focused on "the best university for me."** That also means that when selecting a university, students are more likely to choose the ones that are more responsive, treat them as individuals, personalize their messages, and value open and authentic communication. In the era of technology, and personalization, students are increasingly choosing universities that understand their uniqueness, appreciate and will help them grow and develop over the years.

CARMEN NEGHINA holds a PhD in Services Marketing and has been working in international higher education and research for 9 years. Carmen is experienced in understanding international student mobility patterns, the shifting global marketplace of international education and regularly conducts research on various topics related to international students such as motivation to study abroad, generational shifts or university marketing benchmarks. She is currently the Senior Marketing Analytics Consultant at Studyportals.

JOANNA KUMPULA



WHAT IS THE GREATEST CHALLENGE FOR THE HE SECTOR WHEN DEALING WITH GEN Z?

One important part of any generation is that they are not the same everywhere in the world. Marketing to Gen Z in India will still be about the concerns and dreams of the Indian students as compared to the aspirations of, let's say, Brazilian students. So truly understanding what different Gen Z international students look for in higher education is still the key, just like with any other generation.



I think we in higher education still struggle in investing in research and analysis of what will happen next in international student recruitment, especially in understanding our future audiences.

Many of the studies and surveys among Gen Z seem to concentrate on the US audiences. I believe higher education needs to be more involved in collecting and running more global research. So now, how much do we really understand the choices higher education institution make?

WHAT DO THEY LOOK FOR WHEN THEY APPLY FOR A SPECIFIC PROGRAM/UNIVERSITY?

I believe that Generation Z youth is still looking to improve themselves and the society around them through higher education, just like any other generation. What they might be looking, for now, more is the overall assurance that a certain degree, program or university can offer them not only a unique experience during studies but also ensure them with a reliable future, i.e. a meaningful career.

What I think Gen Z wants more is leadership. They are looking for more leadership in all aspects of life, and their future study place should definitely be a thought leader for them and their peers. **The key to successfully recruiting Gen Z youths will be in how higher education institutions will take their positions as thought leaders in the eyes of the prospective students.** This will not necessarily mean university rankings alone but different ways of telling the university's story as a leading expert in their field(s) and as the place of growing talents.

JOANNA KUMPULA is the international marketing manager at the Finnish National Agency for Education (EDUFI) where her main tasks are in developing and managing the international Study in Finland brand. Before joining EDUFI, Joanna worked in several positions in international student marketing, recruitment and admissions in the university sector and she also managed her own university consulting agency. Joanna is currently Chair of the EAIE Expert Community Marketing and Recruitment.

MEET THE EXPERTS

MARINA CASALS SALA



MARINA CASALS SALA is Director of International Relations at Universitat Rovira i Virgili in Tarragona, Spain. Marina is a trainer in neuro-linguistic programming and an EAIE trainer, and she has presented at several conferences internationally, both facilitating workshops and giving presentations. As an EAIE active member, she was awarded the Rising Star Award by the EAIE in 2009 in recognition of her contribution to the Association, as well as the Bo Gregersen Award for Best Practice in 2014 as a member of the Green Cockatoo group. Marina was an active member at the EAIE leadership for ten years. Marina is the creator and coordinator of the SUCTI project, which was funded by Erasmus+ and has been recognized with the EAIE President's Award 2019.

WHAT IS THE GREATEST CHALLENGE FOR THE INTERNATIONAL HE SECTOR WHEN DEALING WITH GEN Z?

In my opinion, the greatest challenge for the International Higher Education sector when dealing with every new generation is to modernize, update and adapt itself to the new realities and aspects of the world not only as it is today, but mostly as it will be when the students that we are now educating graduate.

Projecting into the future, using the same language that they use and capitalizing on their advanced technological skills would be the wisest way to connect with Gen Z, but in my experience, international higher education struggles to keep up.

In this sense, are we now thinking of tools such as virtual reality for mobility experiences? Are we offering Gen Z students more visual and technologically-based opportunities for them to easily develop their international and intercultural skills? Are we making the most of their multi-tasking skills, of their more tolerant and open social and environmental consciousness?

That is why I believe that we need to start thinking more creatively outside of the box and to try to stay ahead, rather than wait within the comfort of our sector for changes to keep coming from elsewhere.



HOW CAN UNIVERSITIES AND COLLEGES CREATE AN ENGAGING ENVIRONMENT TO GEN Z?

An engaging environment for Gen Z would probably entail more visual resources, more interactive elements in the classroom, more COIL activities, more technological tools and more social media for educational uses just to name a few. This generation is more used to looking for the knowledge themselves and live in a world of easy immediate access to tons of information. However, the dependency on technology comes sometimes linked to a lack of interpersonal skills and if universities and colleges have the mission to educate, this is something not to take lightly.

Just as examples of where technology is taking us in international higher education, let me mention that there are already institutions using virtual reality for study abroad experiences -in a testing phase-, or other experiments with a professor brought into a classroom via a holograph. So, let us forget videoconferencing and our very dear PowerPoint, shall we? We must move onto the next level.

Education has been going toward having the student at the center and as the main actor of the learning experience. One could argue whether that is fully achieved already, but we cannot deny that educational methodologies such as the flipped classroom are very aligned with this concept and have proven to be extremely successful.

In this scenario, the professor does not need to know it all anymore, but facilitates the learning process, so s/he must instead have the skills to lead this more challenging, active, proactive and dynamic classroom. So the questions that we should ask ourselves are: Are we doing

enough to provide our academics with these tools? Are our academics up for the challenge?

To conclude, it is said that Gen Z is a more tolerant, multicultural generation that is concerned with the social inequalities and environmental challenges of our planet.

If we believe that the role of higher education institutions should also go hand in hand with these values and concerns, we have a golden opportunity in our hands to focus on tolerance, multiculturality, social equality and the environment from new angles and interdisciplinarily.

MEET THE EXPERTS

JESSICA WINTERS



WHAT IS THE FUTURE OF INTERNATIONAL HIGHER ED? HOW WILL IT ADAPT TO THE CHANGING ENVIRONMENT OF GEN Z?

In the Netherlands, we're experiencing a shift from getting the right quantity of student to the right quality of students with the right backgrounds. I think the biggest change for us is not on the quantity anymore, but more on the quality now and students' overall satisfaction.

The previous generations focused on mass communication, but the generation today prefers personalization and personalized content. They want to be addressed on who they are as an individual and that's changing the way the education market takes its steps and I think that's only going to grow in the future. It's the biggest challenge that we have so far.

I think it's always a struggle to achieve personalization. One of the things that this new generation has is the desire to hear the truth or realistic things. I find them very pragmatic. You have to provide them the correct information or you'll lose them. There's no point in covering stuff up. And you also need to take a stand. I think what this generation wants is a brand that has the right values and that actually wants to make the world a better place, even in a political nature. I don't think universities and colleges have a choice: we either adapt to these changes so we can cater the needs of Gen Z and take steps forward, or we don't.

HOW DO YOU THINK GEN Z SEE THEMSELVES?

I think they see themselves as idealistic, pragmatic, progressive, responsible, less focus on the "I" and more on the "we," and definitely more focus on wanting to create a better world in the right way. This generation also wants to talk with the establishment to resolve issues and concerns, instead of taking matters into their own hands in a more aggressive way. You have to be able to find a dialogue at a certain point with them.

JESSICA WINTERS is Head of Marketing at Utrecht University, the Netherlands. With 18 years of experience in international higher education, Jessica specializes in online and social media marketing and was an early adopter in the development and use of such tools in higher education. In addition to her work for the university, she also provides marketing and communication consultancy services specifically for higher education institutions, organizations related to higher education and other non-profit organizations. Prior to starting at Utrecht University, she was Head of Marketing at the University of Groningen. Jessica was a Steering group member of the EAIE Expert Community Marketing and Recruitment and of the Dutch international higher ed recruitment community.

RATIH INDRASWARI



RATIH INDRASWARI received her BA in international relations from Parahyangan Catholic University, Indonesia and her MA in International Relations and International Organization from University of Groningen, the Netherlands. She is currently a lecturer in International Relations Department and also the Head Division of International Cooperation, International Office of Parahyangan Catholic University, Bandung, Indonesia.

WHAT IS THE GREATEST CHALLENGE FOR THE INTERNATIONAL HEI SECTOR WHEN DEALING WITH GEN Z?

Generation Z is a digital native. They were born with technological saviness topping their previous generations. Exponential advancement of technology creates intense and rapid changes in information accessibility. This generates a new demand for HEIs; information must be accessible and available instantly.

The conundrum of technological utilization within HEIs thus rests on the narrative of the global development gap in delivering e-educational platform.

Albeit fragmentally, the trajectory of HEIs that are embracing technology to deliver virtual learning experiences has been enforced with different degrees of implementation. Yet this trend does not necessarily meet with enthusiastic responses from HEI, especially in less developed countries.

Technological saviness requires HEIs to embrace the costly and arduous path towards the integration of technology. Limited access, weak infrastructure and patchy distribution of technological advancement are the main problems that hinder the integration of technology into knowledge delivery.

When the global information is a click away, opting into digital platforms puts the importance of HEI as a knowledge platform to significantly diminish.



HOW DO YOU THINK GEN Z SEES THEMSELVES?

Globalism has created a stronger link of transnational networks in which the world has become more integrated. Integrated in the sense that problems are no longer owned only by a portion of the population, therefore consequently demands for global collective efforts to solve it.

Within this backdrop, Gen Z sees themselves as part of global citizens. They are affected by issues that happen outside of their geographical proximity. They develop a global identity and accept the global responsibility that comes out of it.

This new environment creates a new understanding of how the world works. Mobility becomes their main pillar as interactions are defined into unlimited geographical coverage. Transformation from an inward to outward looking mobility has slowly gained momentum within the contemporary linkages.



BY 2025
8 MILLION
STUDENTS WILL BE
STUDYING
ABROAD

STORIES

STUDENT AND ALUMNI STORIES

From extreme sports and travel to TV series, there's something that Michele, Francesco, and Beatrice all have in common: determination. We discover how these students and alumni have turned their passions into something more than just a leisure activity.





MIND *over* MATTER

The benefits of working as a university student are endless, but challenging nevertheless. Balancing work and study requires dedication and passion, two qualities that Michele boasts. At just 20-year-old, Michele Bianchi is an ex mountain bike racer, currently an Economics and Management student at Università Cattolica del Sacro Cuore, as well as the Student Marketing Manager for Red Bull and a Technical Assistant for Scott Sports. With his dynamic schedule, he doesn't take no for an answer and is always working on the next creative activity. We uncover just how Michele became addicted to adrenaline.



outside the university. He challenges his creativity to think of ways he can advertise the brand implicitly.

Michele unleashes unconventional tricks up his sleeve to catch the students off guard. One example is when Michele placed Red Bull cans under the desks of a classroom on the main campus of the university. On top of the cans, he left short quotes he had written himself. It ranged from "here's the fuel to keep you going" to "under the desk, you find the energy to stay focused on the lesson". As the students scurried into the room, they sat down and took off their bags when they noticed the cans. Michele, sitting at the back and looking indifferent, witnessed the news get passed on until everyone started looking under their desks.

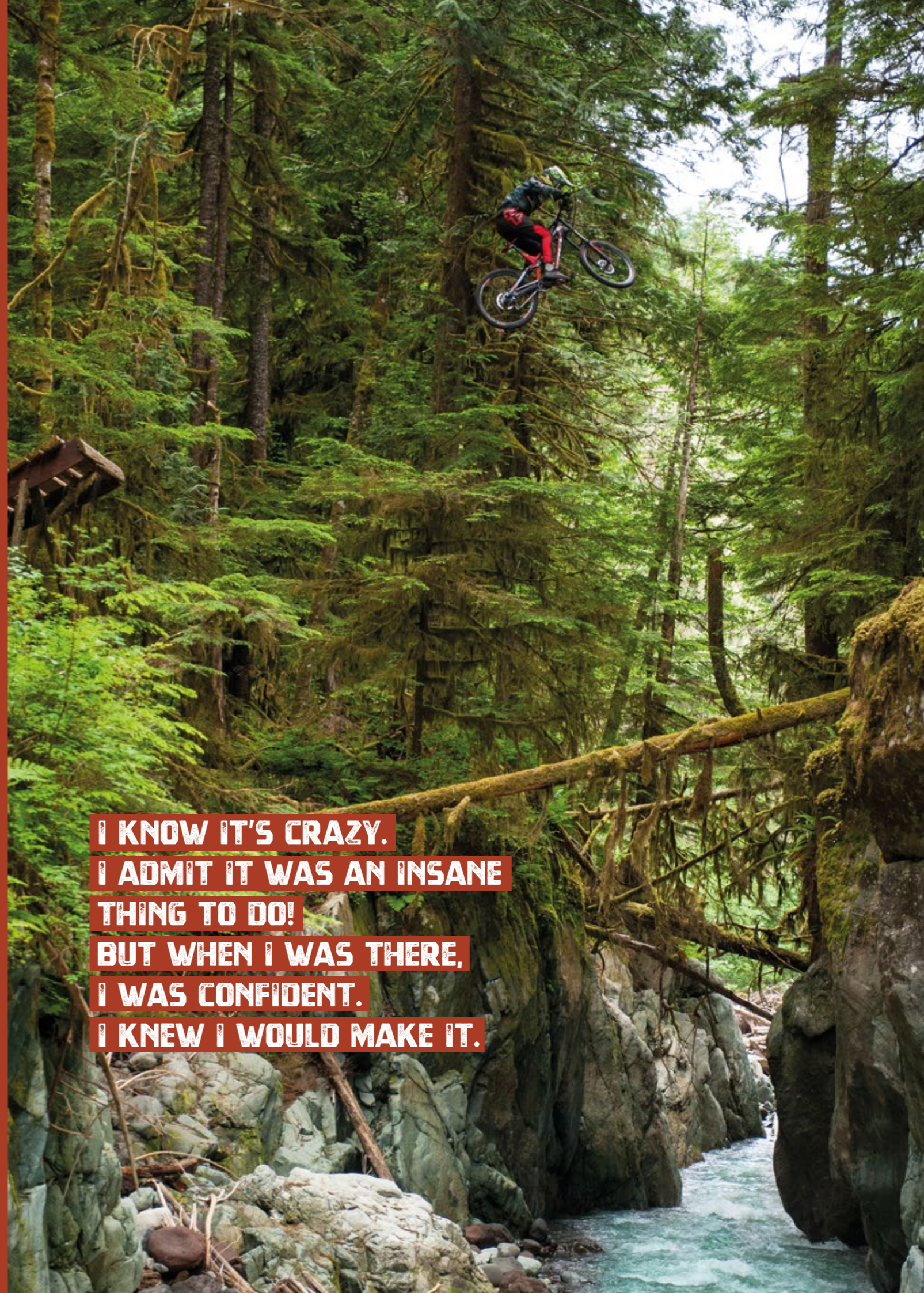
That's not the only trick. He also left copies of a book entitled "University Survival Guide" inside the university library. It was an ordinary, bright blue-colored book with perfectly aligned sheets of paper on the outside, but once opened, two Red Bull cans were embedded in the deeply-carved hole in the center of the book. He waited for a few students to take their coffee break before he placed the book on their desks. Michele sat in his seat and saw the returning students open the book with a surprised look on their face. After a mission accomplished checklist for Red Bull marketing, Michele turns to his computer to check his timetable for Scott Sports. As a Technical Assistant, he assists the Motocross championship racers with their gears. This is where he gets busy. Although he works for Scott Sports mostly during the weekends, there are times when he has to work on a Thursday evening until early Monday morning. He travels around Europe with Scott Sports, going places where there are Motocross Championship races. So far, he is bound to attend 13 races. He has already gone to Holland, UK, and Trento for the first three championship races and he still has 9 countries and cities to go.

Michele does not work for Scott Sports by accident. He was a Motocross racer himself. His dad has been working in the automotive field for years. He introduced Michele to Motocross at the age of four. Michele then started to race for Motocross. He used to practice after his school hours, lodging his motorbike in his father's car almost every day. He competed for **Motocross Championship** races at the very young age.

At the age of 10, Michele decided to change his sport. The practices and races of Motocross felt repetitive to him and he wanted to try something new but still extreme. He discovered **Downhill Mountain Biking**.

After 10th grade, Michele flew to Canada with his Downhill Mountain Biking team and coach. In Squamish, British Columbia, he had spent two years finishing his high school education while competing in several racing competitions. Michele did not mind the rough splashes of the wet earth or the subtle beating of the tree branches on his helmet as he rode through the thick green woods of Squamish. For him, he learned how to embrace the uneven nature and the adrenaline rush that flowed in his veins.

One photo showed how serious Michele was about his venture for Downhill Mountain Biking. In the photo, Michele was set to cross the other side of the forest cliff in the



**I KNOW IT'S CRAZY.
I ADMIT IT WAS AN INSANE
THING TO DO!
BUT WHEN I WAS THERE,
I WAS CONFIDENT.
I KNEW I WOULD MAKE IT.**

Working students may experience more stress due to a heavier work and study load. They might miss learning the hard skills by not attending the lectures due to the extended working hours. They might have less time to experience university life, socialize with their friends and spend quality time with their family. Studying while working needs moderation.

This is not the case for everyone. **Michele Bianchi** is an Economics and Management student at Università Cattolica del Sacro Cuore. He is also the Student Marketing Manager for **Red Bull** during the weekdays and a Technical Assistant for **Scott Sports** mostly during the weekends. Even though he has a busy schedule, the 20-year-old Michele still manages to work full-time without letting his studies suffer.

At the time of the interview, Michele is a sophomore university student who regularly attends classes. When he goes to his classes, he pays attention to the key topics and writes them down. Later, he reads the required books about them to broaden his understanding on his own.

He already has his own method when he studies. First, he writes down the basics: definitions, explanations and examples. Then, he explains the theories on his own, four or five times and without looking, until he knows it by heart. It is his efficient way to balance both his studies and work commitments: less study time, more gained knowledge.

Once Michele can confidently repeat what he has studied, he moves on to plan his next advertisement for Red Bull. As a Student Marketing Manager, he is responsible for the marketing strategies and publicities of Red Bull inside Università Cattolica del Sacro Cuore and bars near the campus. But he does not promote Red Bull by giving out leaflets



woods of Squamish. Wearing a black and red suit and a green helmet, he sped up his pedal and flew to the other side. The river was coursing below him as he momentarily hung up in the air before he landed smoothly on the rough earth. Although he was worried, Michele set aside any worries and only thought that he would make it to the other side. And he did.

These are now fond memories for Michele. He has put away his motorbike and mountain bicycle to focus on his studies and jobs. He does miss doing extreme sports, but for now, he is at ease in a "more relaxed working space." Perhaps in the future, he may do it again.

Michele has a new day-to-day routine far different from just doing sports. It doesn't involve him pedaling a bicycle to cross another cliff or riding a motorbike against the dirt of the road. It includes rummaging through a pile of books to read, a cart of cans to hide under the tables and a bag of motorbike equipment to carry.

He carefully plans his schedule ahead of time to study and work accordingly. He has a strict timetable to follow for university, but both his jobs at Red Bull and Scott Sports allow him to work in a flexible schedule with fixed minimum hours. Despite this, he finds working and studying at the same time an enjoyable moment where he can thrive.

Michele sits down on the chair and lightly leans on it. He is not thinking about his schedule the week after. He has already done that. He knows what to do next to promote Red Bull inside the campus. He is set for a new city in a few weeks or so. He has reviewed all his notes and is ready to take his exams. He does not check his time on his phone.

For Michele, the word "under pressure" is not part of his vocabulary. The essence of his time is to enjoy where he is and what he does. As he sits on the chair, he stretches his legs and puts his hands in his pockets. Then, he looks up and smiles.

FOR MICHELE, THE WORD UNDER PRESSURE IS NOT PART OF HIS VOCABULARY.

THE ESSENCE OF HIS TIME IS TO ENJOY WHERE HE IS AND WHAT HE DOES.



#trustthejourney

At first, Francesco comes across as shy and reserved, but underneath the surface he is bustling with energy, craving the next authentic experience in a unique destination. Generation Z is the most traveled destination, as seeing the world has become one of their top priorities, as is the case with Francesco who has undertaken several study and internship opportunities abroad. He believes the people you meet are what make the journey and you should never fear to get out there, even when traveling alone.

The first time Francesco Cinti went to Japan, he climbed Mt. Fuji. Wearing his hiking clothes, he stormed through the raging winter breeze until he reached the top of the mountain. There, he looked at the panorama before him. The rows of buildings, painted in gray and covered with blocks of ice, glowed below him in contrast with the blue sky and yellow sunshine. Then, he took a picture with his friend and saved it on his phone. Francesco stretched his arms after the long trek and sighed happily, a reminder of the treasure trove that could be found when traveling abroad.

Francesco has always been curious about traveling. He satiated his curiosity when he studied for his high school senior year in Boston, Massachusetts. For one year, he relied on himself for his daily routine—what to eat for breakfast, what to cook for dinner, how to wash and iron the clothes. Phone calls to his family in Italy accompanied his occasional how-to questions. At that time, Francesco wasn't worried about his studies. What plagued his thoughts was how he could travel on a budget.

Together with his newly-found friends, they embarked on a road trip that lasted for weeks. As the car's engine revved, they crossed Alabama, Louisiana, Mississippi, and

New Orleans, along with Florida, stopping to visit some hotspots, but never staying for too long. On their adventure, they witnessed sunrises and sunsets in different states, listened to city noises of car honks and people talking, ate the local food, and experienced sleeping in the car on an empty parking lot of a gas station.

But after a well-spent year, Francesco returned to Italy to continue his studies. He started his undergraduate degree in Economics at Università Cattolica del Sacro Cuore, still buzzing with adrenaline that made him want to travel again. The only way he calmed this energy was when he went to Hong Kong for the summer of his sophomore year for an Internship Abroad Program at the Italian Chamber of Commerce.

Francesco had always been fascinated by the Asian culture. He wanted to taste the delight of a culture far from his own and more than what a Chinese restaurant or "baozi" could offer. He knew his trip would be exciting, but he wasn't prepared with the awe-striking gift of Hong Kong. He was miniature compared to the towering buildings that surrounded him and the bustling activities of the city. He immersed himself in the nightlife and even took the stairs to reach the rooftops of the skyscrapers and watch the city below him come alive with neon lights at night.

From there, he didn't want to stop. He flew to Edinburgh for his graduate degree in Accounting and Finance and spent over a year fighting off the cold, checking the weather if it would rain or snow, and writing his dissertation. Francesco thought that Edinburgh had a laid-back environment, a fresh change from the grand chaos of the previous cities he visited.

For every traveling experience, Francesco brings home a story. It's a souvenir he keeps in his memory to reminisce and retell. One of the memories he likes to share is the people he has met on his journey. He didn't know them at first, but one strike of conversation and they became friends. This is one of the reasons why he travels. "It's priceless," he says. "They're your key to learn the culture. They show you around the city, and let you know the ins and outs, and dos and don'ts. It's a private lesson a university class can't offer. It's a full-immersion far from what the internet and books say. It's an experience worth savoring."

Now, he goes to different places with these friends whenever they have the chance and still meet strangers along the way. "What's fun is the relationship you build with them," he says. "When you start planning together, sending text messages, looking at your budget, deciding the places to go, it's all exciting. It makes the trip more meaningful as if you're doing it for a purpose. Then, you start to create memories that are hard to forget. If you look back and relive them, you can't help but smile."

Traveling abroad has made Francesco more independent and free from the traditional way of life. "I feel as if I'm a different Francesco. I feel like a stranger," he says. "Now, it's easier for me to talk to people I don't know, to stop someone on the road because I'm lost and I need directions or to ask if I can join them to their parties. Everyone around me has an energy so positive that it draws me in there. There's no way I won't return that same amount of energy to them."



NO hesitation



Next chapter

The third time I went to Japan, I went out for dinner with a Japanese friend I had just met. She spoke basic English, so we worked together and found our ways to understand each other. We used gestures, we spoke slowly, we used translators and we pointed out at things. We would laugh together but it was there, the shared connection. And nothing could replace that."

Francesco is not a fan of hesitation. He plunges straight into the unknown to peel the layers of its mystery. That's why when he hears others who doubt themselves if they can travel alone or without the people they know, he tells them to stop thinking and do it. "It's not easy, I'll tell you," he begins. "But you have to trust the journey. You have to trust yourself. It's the chance to let go of your fears and explore what the reviews and pictures online won't and can't ever tell. You just have to do it. I remember Socrates said that...wait I forgot it. Let me Google it first," he pauses. "Here we go. It's something like men are scared of the unknown because it is unknown. I believe that. Never fear the unknown. It's beautiful and it's the uncertainty that we should embrace. So trust me when I say go out there. Go now. I promise you're going to love it."

Francesco likes to live like a local when he travels. He doesn't go to the typical tourist spots as soon as he gets out of the airport. He finds the city's sanctuary, a coffee shop or a square maybe, sits down and starts a conversation with anyone. The charm of traveling lies in the simplest but most underrated forms of action. One forgets that the impressive monuments and museums aren't the only reason to visit a country.

GO

out there

"There's so much more out there," Francesco says. "You don't have to go to all the temples, eat all the local food or visit all the museums in that particular city. You don't have to do all the grand things. Sometimes, spending time with the people you meet along the way and live in that moment is enough. I think that's the essence of traveling.

After a short vacation in Italy, Francesco is now back in Scotland. There's a reason why 22-year-old Francesco brought an Italian flag in his luggage and openly hung it on his bedroom wall: it is still his home. Sure, he loses himself to bustling cities with his smartphone maps or artisan-made local food, but nothing beats the cozy feeling of his parents' house or his grandparents' cooking. In return for the towering plates of Italian cuisine on the dining table, Francesco brings home his new palette of stories to tell to his family. They are a part mishap, part glory-filled, but always the authentic trademark of Francesco's soul for new discoveries. And don't be surprised if the next chapter of his story is through a video or voice call from the other side of the world.



GAME OF SERIES

Generation Z don't know a world without WiFi or 'bingeable' TV shows. This generation experience an overabundance of choice when it comes to their entertainment needs, thanks to streaming services such as YouTube, Netflix, Amazon Prime Video, Hulu, and Sling TV, just to name a few. Università Cattolica Alumni, Beatrice Belli is fortunate to sit behind the scenes of some of the most loved TV series by Generation Z, including Homeland, Game of Thrones, and Bones. During our interview with Beatrice she also revealed the non glamorous side to working in production.

There is a slight audio and video delay from the signal. The microphone cackles as she tests the audio. As soon as the video pops out, she adjusts her camera to a different angle until the lighting looks perfect. Then, Beatrice Belli, wearing a red casual shirt, smiles, and waves her hand from her temporary apartment in Morocco.

Beatrice is working for the TV show "Homeland" as a Travel and Accommodation Coordinator. She is in Morocco where she is tasked to bring the cast and crew of the series to their shooting destination and arrange their accommodation. Not only does she need to ask around for places to stay and enter the contact details for the flight, but she also needs to prepare the visa applications of everyone involved.

She also makes calls to rent equipment for the production, prepares the documents for its imports and exports, then arranges the payment for customs taxes and fees. She buys stationery to refill the office supplies from paper clips to staples. Basked under the Moroccan sun, Beatrice will soon go to the office, picking up the telephone and dialing numbers to book the flights, prepare the necessary documents, negotiate for housing contracts, and anything that can be done before and after the shooting.

Beatrice began her career when she didn't know what



Beatrice on the "Game of Thrones 8" set

to pursue after graduating high school. She narrowed down her choices to what she enjoyed doing until one of them stood out the most: watching TV series. She had been enamored by the dialogues, scripts, special effects, cinematography, and soundtracks. She didn't want to just watch them. She wanted to be inside that world. This led Beatrice to study Media Sciences and Technology for her undergraduate degree and pursued a Master's degree in Communications for Enterprises, Media and Complex Organizations at Università Cattolica del Sacro Cuore.

After graduation, she landed a job as an entertainment



Beatrice in Morocco on the "Homeland" set (August 2019).

journalist for an Italian company. During her time there, she earned her journalist's badge which allowed her to transfer to Los Angeles to continue her work. There, she had the opportunity to attend press conferences, interview TV personalities at the red carpet events, and visit TV production sets to write news and entertainment stories online. It wasn't all glamorous. The field interviews only happened once in a while. For the most part, she would sit in front of a desk ten hours per day, translating news from English to Italian. Though she liked online content curation, she wasn't cut out to do just that.

Beatrice craved a more active role in her career. Even though she didn't aspire for acting, directing or script writing, her pragmatic attitude and strong organizational skills proved to be assets for production management. She enrolled in "Business and Management of Entertainment" and "Producing for Movies and Television" Certificate Programs at UCLA Extension to further widen her path in production. She studied it for a year with unpaid internships here and there and a lot of evening classes. It grounded her production skills and opened a door to pave the way for extensive career opportunities.

Then one day, Beatrice's phone rang. Whenever the phone rings, Beatrice's heart beats fast. It is either a telemarketer offering a new subscription plan or some groundbreaking

news she has been waiting for: the chance to work in a TV or movie production. This time, it was from a recruiter she had met when she still managed the fansite of her favorite TV series "Bones."

She answered the call and heard: "Would you like to work as an Office Production Assistant for Bones?" It must have been a dream, Beatrice told herself. There was no way she had heard it correctly. Holding her phone to her ear, she stood frozen and asked for clarification if it was the TV series "Bones." It was.

Beatrice tried to calm her wild-beating heart by breathing out slowly before accepting the offer. "I couldn't pass the opportunity," she says. "But there was a slight problem. I think the recruiter assumed I had a car because if you live in Los Angeles, everyone assumes you drive a car. At that time, I didn't have one, but I told myself I would not lose the offer just because I didn't have a car. So before starting the job, I spent my days searching for a used car to buy. It was never part of the life plan there, but there it was!" Even after Bones wrapped up for its final production, Beatrice was still on cloud nine to had worked with her favorite TV show. "I mean, I think that could be my first and last career in production!", she jokes.

But the adrenaline did not last long. Since her line of work



Beatrice on set for a BBC production.

is project-based, she was on the hunt for a new project again as soon as *Bones* let her off the hook. It had been a tough job search for Beatrice, from Facebook posts, to calling her contacts for new TV shows or movies. She didn't receive any feedback. Three months later, she was about to run out of money. Her bank account could only afford a one-way ticket back to Italy.

She was on the verge of leaving Los Angeles when she was offered a job for the FOX series *Behind Enemy Lines* as an Office Production Assistant. After this project, NBC drama *This Is Us* gave her the position as a Production Secretary in the same year. Then, her visa expired after the two projects and the price to pay was steep for Beatrice. She decided to return to Italy where she worked for the FX series *Trust* as an Assistant Unit Manager.

Four months later, she was chosen as one of the thirteen participants as a Production Coordinator trainee held by the BBC Academy in Cardiff, United Kingdom. The extensive training taught Beatrice how to further master her production skills for her future endeavors. The new energy she had found craved for an outlet where she could apply what she had just learned. She didn't have to wait long.

"I got a call," she says. A recruiter asked her if she was up for an Assistant Production Coordinator position. "That was a new position for me. I felt that it would be a step-up for my career. Then, when I found out the name of the show? I gasped." And who wouldn't if offered a job for the TV series *Game of Thrones*?

But just when the deal was about to be finalized, Beatrice received another call. The excitement drained as the recruiter broke the news. A long-running member of the production staff replaced her for the position.

Beatrice didn't know what to say. "I remember standing there in the room with the phone to my ear, speechless and heartbroken. I was so close to getting it. I mustered up the courage to ask the recruiter if there was an alternative position. She told me that there was a vacant position." Beatrice was offered to become a Production Assistant for *Game of Thrones*. The catch was that she needed to provide for her own accommodation, transport, and travel expenses. It meant paying for costs higher than her pay. "Maybe a person in the right mind would have said 'no,' but this is *Game of Thrones*! So, I accepted the job and flew to the shooting location in Spain," she says.

The shooting lasted for two months, but right after the *Game of Thrones*, the Spanish team she had worked with asked her to stay for what became her next project, the Starz TV series *The Spanish Princess*. Then, she worked on another project where she needed to return to Italy for a Michael Bay movie *Six Underground* as an Assistant Accommodation Coordinator.

When Beatrice starts working in production, her energy buzzes but sometimes it flickers too. "One of the downsides of production is the long working hours. A production office should be up and running at least half an hour before the call time and once the shooting wraps up, the production team still needs to compile the day's reports,



Beatrice at the Fox Studios on the *"Bones"* set.

send out the call sheets, and make sure everything is ready for the next day. Time to have a life outside work? There is none. I think you can only put up with these kinds of hours if you are passionate about the job."

In the working environment, TV productions are action-packed, running like clockwork and bidding no time to stop. "In TV productions, you rarely get the scripts of all the episodes at the beginning. Usually, the on-set crew shoots episode one while the production crew prepares for episode two and the writers work on episode three or four. It is more of a collaborative effort too since everyone needs to work closely together to get the job done. I think you always have to move. There's always 'action' involved. It's fast-paced and something new always happens."

Beatrice has always found it exciting to work in production. The frenzied energy is not for the faint of heart, but her perseverance has led her to what she aspired to do. She has been in the media production industry for five years. Today, she fancies a more "balanced work-life type of career." She still wants to continue her career in the media and production industry but this time, to work inside a media network. "I wouldn't trade working in production for anything. I just love it and it's irreplaceable," she says. "But sometimes I think about time too. I want to spend more time with friends outside my workplace. I'm looking into it, but for now, I wouldn't want it any other way."



WHAT *really* MATTERS

In this age of increased technology and social media access, most students are surveyed-out (can we blame them?). However, their input is essential if higher education institutions are to be able to deliver the services that students require, something that has become increasingly more challenging. Dr. Ravi Ammigan has researched international students' level of satisfaction with all aspects of their experience with a view to supporting institutions in their response to student needs.

RESEARCH

STUDENT SATISFACTION IS KEY

Dr. Ravi Ammigan, Associate Deputy Provost for International Programs and Assistant Professor of Education at the University of Delaware has a long-standing research interest in the international student experience and satisfaction with campus living, learning and support services at institutions around the world. Having international students in any institution is an important source of diversity, and making sure they are satisfied is imperative. Based on Dr. Ammigan's studies, just what are the key factors to student satisfaction and in what areas can institutions improve?



DR. Ravi Ammigan has a long-standing interest in the international student experience on study abroad programs. As Associate Deputy Provost for International Programs and Assistant Professor of Education at the University of Delaware, he carries this into his everyday work which includes his responsibilities for both inbound and out-bound students.

As part of his PhD research at the *Centre for Higher Education Internationalisation at Università Cattolica del Sacro Cuore*, Dr. Ammigan conducted a comparative study on the international student experience which analyzed input from more than 45,000 degree-seeking undergraduate respondents from 96 different institutions in Australia, the United Kingdom and the United States. Using data from *i-graduate's International Student Barometer*, his research analyzed responses regarding four main components of the international student experience: the learning environment, arrival, living, and support services.

His findings showed that international students were generally satisfied with the quality of lectures, the academic content and the expertise of the professors in their respective fields. They also showed that students want access to work opportunities while they are studying. The quality of lectures was the factor which influenced most the level of overall satisfaction of the learning experience while the grading system had the least impact.

International students were mostly content with the accommodation provided by host institutions during their stay but would prefer to have access to more financial support. Higher levels of satisfaction depended more on access to accommodation and the quality of housing rather than safety and security.

Although most students were favorably impressed by the formal welcome provided by host institutions during their arrival experience, they expressed a wish for better programs of social activities and more opportunities to meet the local students and community. The overall level of satisfaction indicated for their arrival experience was a consequence of the initial welcome, airport pickup and first night's stay.

The support services provided to international students during their stay by host institutions were generally reported as being responsive and useful. There was general consensus that eating options could be improved. However, this was the least influential factor regarding support services, whereas International Offices were identified as being much more impactful.

Dr. Ammigan's research took into consideration the overall insights of international students during their time at their chosen universities abroad. The learning experience had the most impact on the international students' overall satisfaction in the study abroad programs from the study of 96 higher education institutions in Australia, the United Kingdom and United States. His

"THE METHODS AND TOOLS WE HAVE TODAY ARE VAST AND EXTENSIVE. IT IS POSSIBLE TO KNOW WHAT SIGNIFICANTLY IMPACTS THE EXPERIENCE AND NEEDS OF INTERNATIONAL STUDENTS. IT IS THEREFORE IMPERATIVE FOR HIGHER EDUCATION INSTITUTIONS, THROUGH PROFOUND RESEARCH AND KNOWLEDGE-SHARING, TO ENHANCE THE EXPERIENCE OF STUDENTS THROUGH EFFECTIVE SUPPORT SERVICES AND, AT THE SAME TIME, SERVE AS A DRIVER FOR SUPPORTING THEIR RECRUITMENT, RETENTION, AND BROADER INTERNATIONALIZATION EFFORTS."



research shows that support services received the lowest overall satisfaction rating.

Although support services ranked at the bottom of the four main components of overall satisfaction, Dr. Ammigan notes that it is not to be dismissed since it is still considered as an essential factor to help higher education institutions improve their overall impact and recommendation rate. "While institutional support services had a lower rating compared to the other components of the research, it is still highly significant to the overall satisfaction and recommendation rate of the institutions. If you think about it, it still matters that there is the right level of support for the students for them to be satisfied with life in the institution. In the end, what they think could be influential. They're going to recommend the college or university, and encourage others to go to that institution based on their experiences."



DR. RAVI AMMIGAN was appointed Associate Deputy Provost, International Programs, at the University of Delaware, USA, in April 2019. He has over 18 years of experience in the field of international higher education and has served in a number of leadership and administrative positions in international student and scholar services, education abroad, and admissions and recruitment.

Originally from the island of Mauritius, Dr. Ammigan first went to the United States as an international student himself and subsequently stayed to work as an expatriate. He obtained his PhD degree in Higher Education Internationalisation and Education Strategies and Practices from Università Cattolica del Sacro Cuore on 8 November 2018.

His doctoral program on was offered by the Faculty of Languages in conjunction with **THE CENTRE FOR HIGHER EDUCATION INTERNATIONALISATION (CHEI), UNDER THE SUPERVISION OF ELSPETH JONES TOGETHER WITH CO-SUPERVISOR JOHN L DENNIS**. His doctoral research focused on the international student experience and satisfaction with campus living, and learning and support services at institutions around the world.

Dr. Ammigan offers observations on how an institution can improve the satisfaction and recommendation rate of international students. "There are a number of things we can do to improve support services," Dr. Ammigan says. "First impressions matter. Institutions must therefore be intentional at welcoming students through airport pick-up services, welcome activities, and orientation programs. Creating a sense of belonging right from the beginning, through welcome messages by university administrators and community members, can be instrumental in making their new campus their "home away from home". It is also becoming common for universities to host in-country pre-departure

orientation programs before students depart as a way to prepare for their higher education experience overseas."

"Next, institutions must do their best to accommodate the students' needs. From a learning standpoint, students are looking at career services and guidance, but not necessarily in the form of counseling sessions or guidance services. They want the support of the faculty, the support of the academic staff. Then, the course designs and the teaching methods should be set out across different cultures. Teachers and professors should also be equipped to teach across cultures and systems of education."

"Higher education administrators and support staff must realize that student expectations often change, and that it is vital that needs are regularly assessed. Additionally, it is important that support offices partner with other units on campus to develop comprehensive and strategic support services to meet the needs of international students."

"The methods and tools we have today are vast and extensive. It is possible now to know what international students might need so it is imperative for higher education institutions, through profound research and knowledge in international student mobility and higher education internationalization, to be able to provide better support services for students of different cultures."



Commenting about the satisfaction rate for the arrival experience at institutions, Dr. Ammigan shares how the institutions can help build the relationship between international and local students. "These studies only confirm that making friends across cultures is important to international students," he says. "We need to provide platforms for them to connect to the local students, to the professors, to the staff, and so on. The institutions can do so through student-based events and programs such as buddy programs and weekly coffee hours. These steps will help the international students feel like they belong in the local community and doing so might create a positive effect on

their satisfaction and recommendation rate as well as how well they adapt to the institution."

The presence of international students in an institution is an important source of diversity which helps higher education as it promotes and cultivates intercultural awareness and competence. This is a two-way experience inasmuch as both international and domestic students will benefit. However, other factors also come into play for the international student, such as the use of technology to communicate with them pre-enrolment, the adaptability of curricula based on the employability needs of the students, and the preparation of the academic staff on cross-cultural methods of teaching.

Dr. Ammigan reminds us that his findings do not necessarily apply to all higher education institutions as they take steps towards internationalization. Each context is different and his work should be used for consultation purposes for support. "While the findings from this study offer an important baseline for future research on the International student experience, they were not meant to be generalizable in nature. Rather, this research offers insight for institutions to interpret their own findings from student experience surveys, develop collaborative practices for campus support services, and support their institutional recruitment and retention strategies" he says.

At the time of speaking, Dr. Ammigan is in the process of co-authoring a new journal article on the learning experiences of international students. Although there is a slight overlap with the extent of previous research, this work concentrates solely on the learning experience. "This time, we have a large sample size of about 64,000 students from 10 different destination countries and about 184 different nationalities. It is a massive study with interesting findings. We wanted to find out about the learning experiences and which learning variables, from a teaching, studies, and facilities perspective, impact institutional satisfaction and recommendation," he says.

At the same time, he is also involved in two more research projects. One deals with the impact of a student's academic performance on his or her satisfaction with the overall student experience. In other words, does getting a high GPA impact student satisfaction? The other project deals with the narrative policy framework, posing the question "how does narrative affect perception and actual behavior?" He gives Twitter as an example, asking whether a provoking tweet affects our perception and behavior.

Dr. Ammigan was an international student himself. He left Mauritius at the age of 16 and after spending two years in Zambia moved to the US to further his studies. After graduating he worked in international education as a practitioner before becoming a leader and administrator in international higher education. No wonder his research field is a topic dear to him. His work puts into words the experiences of international students. His passion for this field is clear: when asked about his future research ventures, he responded that he would like to focus on international student mobility and experience.

ACHIEVEMENTS

INSIDER NEWS

New partnerships, double degree agreements, project funding, and university rankings are just some of the news making headlines in Cattolica.



ALUMNI

The Rector, Franco Anelli, has recently visited Cattolica Alumni in New York, Boston, Philadelphia, and Washington, where the first American Alumni community has now been created. "We are here to discuss new agreements with American universities and offer our students the possibility of an international experience, in the US as well as in Europe and other parts of the world," the Rector said.

DOUBLE DEGREES

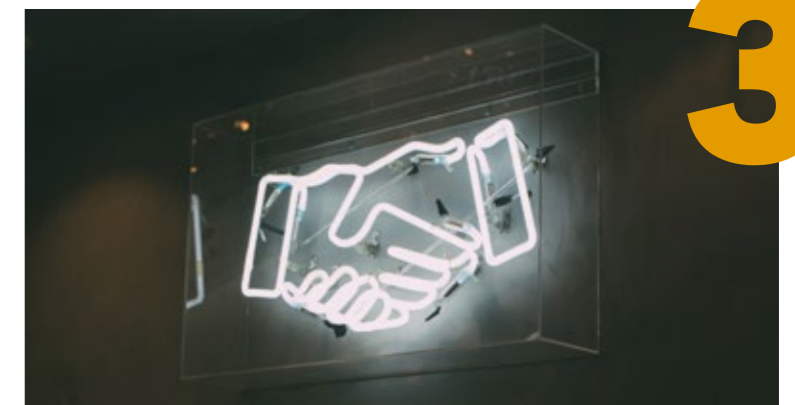
Università Cattolica's effort is to offer its students new possibilities for the internationalization of their academic path. That's why Cattolica has just signed two Double Degree agreements: one with The University of Western Australia, for the Master's degree in Management, and one with Thomas Jefferson University for our School of Medicine. The latter is the first Double Degree in Medicine signed by an Italian University with an American institution, and it opens up new exchange opportunities both for students and visiting professors.



PARTNERSHIPS

Università Cattolica is proud to announce the following new partnerships with two top ranked universities:

- University of Melbourne (QS ranking: #39)
- Tohoku University (QS ranking: #77)



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COOPERATION PROJECTS

Università Cattolica has been awarded funding for three projects launched by the 2019 Erasmus Plus program. Projects receiving support include, International Credit Mobility: exchange opportunities for students and visiting professors from our School of Medicine with Thomas Jefferson University. Secondly, the More Opportunities for Every Child (MOEC) project led by Cattolica's Centro Studi sulla Disabilità e Marginalità (CEDISMA). This project is focused on the early detection of child difficulties in kindergarten. Finally, a project by our Faculty of Agriculture, Food and Environmental Sciences, called 'From Seed to Spoon'. It aims at encouraging teenagers to be aware of how complex the food system is, improving mindful eating and healthy eating habits.

CONFUCIUS INSTITUTE

The Confucius Institute at Università Cattolica turns ten! 180 courses, 6,000 language certifications and more than 100 conferences: these are some of the achievements reached by the Confucius Institute thus far, and the best is yet to come. Following the recent renewal for ten more years of the agreement between Università Cattolica and the Office of Chinese Language Council International (Hanban), its Vice Director, Ma Jianfei has defined the Confucius Institute as "the best cultural bridge between China and Italy."



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THE FORUM ON EDUCATION ABROAD

Università Cattolica will host the Forum's 5th European Conference on October 29 - 31, 2020. It will be a great opportunity to understand how education abroad can fruitfully impact on students' personal life and their academic career. Speakers and workshops will be announced soon. Stay tuned!



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UNIVERSITY RANKINGS

The Academic Ranking of World Universities (ARWU), also known as Shanghai Ranking, was published last August. Università Cattolica ranks in the top 500 in the world, presenting a huge leap forward of almost 100 positions from last year. In the ARWU Subject Ranking, our best performing subjects are: Economics (top 200), Communication, Clinical Medicine, Medical Technology, and Agricultural Sciences (all the latter being in the top 300).

WORLD BOUND



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CATTOLICA
del Sacro Cuore

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Asia-Pacific Association for International Education

ANNUAL CONFERENCE & EXHIBITION

Vancouver, Canada | March 22-26, 2020



Dear Colleague & Friends,

Meet Università Cattolica Staff at the upcoming APAIE Annual Conference in March 2020.

We look forward to meeting you in Vancouver!