

**Trends in
Internationalisation and
Implications for Universities**

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3-4 April 2009, Higher Education Summit, Melbourne

In this presentation, I will cover three issues: I will outline the current thinking of international universities with respect to what makes an international university; I will describe two initiatives at Monash University which were designed to enhance our international engagement; and finally I will comment on the recommendations of both the Bradley and Cutler Reviews with respect to internationalisation.

At Monash what I do cannot be separated from the educational and research activities of the university. Perhaps like many of you here today, my role exists precisely because education and research are internationalising – and exponentially. Where international differs to some extent but not exclusively from the research and education portfolios is that by definition international is a cross-cutting portfolio – it is a way of thinking rather than a separate portfolio with separate projects, policies and procedures.

But when I meet people outside the university – usually on planes - they assume my role as Deputy Vice Chancellor (International) is limited to international student recruitment. This is not surprising as the export of education industry is now Australia's third largest export industry and if the impact of the GFC - Global Financial Crisis – on trade in commodities continues, it may become Australia's number one export as it is already in Victoria.

Today I wish to focus on the changes in the field of internationalisation of education rather than on research specifically however for most higher education institutions these are intimately linked.

If I were to have given this presentation at last year's Summit, it would have been somewhat different in tone. Last year we were living with the cumulative anxiety created by years of rhetoric on war on terror; the reality of climate change was just beginning to gain traction with the disbelievers; and

signals from Europe and the US indicated that the global economy was faltering.

Today, our level of anxiety regarding terrorism is less free-floating as the issues have been brought into sharper focus to some extent by the Obama regime. However our anxiety around climate change and the GFC has exploded as their impact intrudes on our daily lives. One cannot speak about any international issue including international education without seeing it through the lens of increasing global insecurity.

Universities have always existed to teach students about their worlds, but with the internationalisation of education this purpose is transformed. Universities have always been much more than proving grounds for professions, as important as that role must be. At their best, they are dynamic intellectual laboratories; partakers in a great continuum of exploration of the psychological, social, physical, medical and scientific worlds. Their

value is quantifiable but it is far more than economic. The internationalisation of education has opened up new unquantifiable worlds.

Today I want to reflect on how twenty first century universities understand what it means to be internationally-engaged – so my retort to my travel companion is that my role is not merely to maximise income from full fee paying international students but to engage the university strategically on the international stage. I want to speak briefly about how some universities have broadened and deepened their international engagement but more importantly why we've done this. So just in case I don't get to this last point, the simple reason is so "we can to do what we do, better". Globalisation means that our economies and societies are becoming intimately linked but it also means that our global problems require global teams to resolve these problems – teams comprising groups from different places who can communicate effectively.

Since Monash accepted its first students in 1961, it has subscribed to the conviction that a higher education institution should have a cogent human rights and social justice mission and make a real and tangible improvement to the world outside the campus. Perhaps we are indeed a product of the 60s - which during the period of the Howard Government was not particularly fashionable - but this mission continues to permeate the kind of place we are, and what we want to be. It affects our structure, our global reach, and our self-perception.

At present, we are being challenged by global problems with potentially catastrophic outcomes. Commitment of universities to make a tangible and immediate contribution to making the world a better place becomes crucial. I would argue that those who are effectively engaged internationally have an advantage in realising this mission.

So how does a university committed to internationalisation construct its diversity and

differentiation? And how does this relate to our international reach? The University of Notre Dame, has—as we well know—an original campus in Indiana and is well-established in Australia. The University of Nottingham has physical campuses in Europe and Malaysia. Harvard has a real presence in the Middle East via its Medical School in the Abu Dhabi; MIT has licensed its Media Labs across the globe, in Europe and India. Transnational education obviously thrives in many countries.

So now let me be brave and posit that Monash has gone further down this transnational road than any other university: with fast-expanding bricks-and-mortar campuses (note not branch campuses) in South Africa and Malaysia (with, respectively, 2,700 and 4,500 students), a wonderfully diverse teaching, research and conference centre in Prato in Italy and a graduate research partnership with the Indian Institute of Technology Bombay. Altogether, Monash has an academic footprint on, not two, not three - but four continents. And – to add to the

diversity – six Victorian campuses embracing metropolitan, suburban and regional operations. At last count: over 55,000 students and more than 7,000 staff.

A challenge for the university is what difference does this international footprint make to the way we do our daily business of research and teaching. How is this global uniqueness reflected in what is taught and learned and researched? How can the university embed this globalism into the university's curriculum? And how should the university *engage* with the world while educating it? This is the challenge which Monash has embraced over the past few years. During this time we have come to acknowledge that ***internationalisation allows us to do what we do better***. Through our strategy to increase internationalisation, we acknowledge that we cannot work in isolation. The challenges which will be directed to our graduates will be of global magnitude and by nature, require a global

response. The ways in which we do this I will describe to you now.

Monash Passport Model:

Over the past five years Monash has struggled along with other GO8 universities to identify what distinguishes the university from other research-intensive universities in Australia. We all strive for excellence in research, learning and teaching; we all attempt to be relevant to our communities and we all engage in international activities through the recruitment of international students and signing too many MOUs.

But as we looked deeper into our activities at Monash we discovered a distinguishing suite of elements: the university's deep engagement with interdisciplinary and socially relevant research; our focus on radically internationalising the curriculum; and our adventurous ambition to be an ethical

university through a central commitment to improving the human condition.

A more recent review of university activities gave rise to a distinctive, student-focussed model of education for this century: one which we have dubbed the **Monash Passport Model**.

The Passport Model is - as it implies - inherently and inescapably international. It is open to all students via the most significant mobility program Monash has ever devised; and under the Passport Model, this will only increase. We want our students to have experiences in plural campuses, countries and disciplines. It is a passport to employment, to engagement, and to course and unit flexibility.

But what does it mean specifically?

What it means is mobility. What it means is creating opportunities for students and staff to travel beyond their borders in our attempt to create 'global citizens with global outlook'. Our presence and partnerships

in North America, Asia, Europe and Africa create that platform by providing opportunities for students and staff to move beyond their borders, immerse themselves in a foreign culture and develop key communication skills to survive in an increasingly 'globalised' world.

This takes many forms:

1 We pursue this by pushing for **intra-institutional student mobility** (within Monash campuses/centres) and **inter-institutional mobility** (with our key institutional partners).

2 We strive to create **mobility opportunities for our higher degree research students** to spend considerable time overseas at our campuses, centres or partner institutions.

3 We encourage **staff exchanges and fellowships** to broaden and deepen educational content and links.

4 We pursue short-term stints with government, businesses and multilateral organisations through

our **internship and volunteer programs** to help improve student employability.

For an example:

Oxfam Australia - headquartered in Melbourne - has high-level health, social and trade campaigns in South Africa and Southeast Asia. We have campuses in South Africa and Southeast Asia. The potential of the connection to spawn international education opportunities is obvious. Oxfam has a strong commitment to indigenous health via its landmark 'Closing the Gap' campaign. We have an equally strong commitment to indigenous health and social issues via our new Gippsland Rural Medical School. The possibilities for partnership - in volunteer placements, internships, campaign-directed research and graduate coursework - are all extremely large, and highly promising.

While this program is still in its early stages, the point is that we believe our university can, and should, be partnering in exactly this way with Non-

Government Organisations. The point is that every one of our students should have access to an experience which meets their international aspirations be it a semester abroad, participation in an international study tour or short course, the opportunity to engage in an internship program or to volunteer. We intend that every one will have such access, and that they will be better equipped for the world in which they live as a result.

Access requires funding. The university has prioritised student and staff mobility in the budget.

Global Partnership Framework:

Internationalisation allows us to do what we do better. At Monash we have introduced a new mechanism which acknowledges that knowledge, and the means by which it is acquired, are borderless. We want to promote sustainable research and education partnerships based on this premise, and promote them with a layered approach. Our **Global Partnership Framework** is

the cornerstone of this idea. Once fully established, the Framework will see Monash execute comprehensive university-wide international engagement with selected institutions on a bilateral, multilateral and thematic basis.

There are three other partners in the Framework: Warwick University (UK), Arizona State University (US), and Sichuan University (China). Together we are four universities, on four continents with a combined capacity of over 200,000 students, 3,000 professors and a US\$620 m pa research budget.

These institutions were selected because they are:

- like-minded, possess complementary attributes, internationally focused;
- not directly competitive;
- 'hungry' to be number one on some relevant scale
- possess a combination of strategies driven both from 'top-down' (central) and 'bottom-up' (faculty)
- looking for comprehensive (rather than program-specific) international partnerships

- in research, education and institutional policy and practice
- in multidimensional structures - bilateral, multilateral and thematic
- looking for 'win-win' (rather than asymmetrical) outcomes and shared investment and risks (rather than asymmetrical profit-making)

The Partnerships will involve a range of activities in research, education and management collaborations.

These include:

1 Research: thematic research, bi-lateral or multilateral research, dual award PhDs, research fellowships and exchanges, university-industry links;

2 Education: student exchanges, joint teaching, dual degrees, e-learning, virtual seminars, joint internships, volunteering.

3 Management: focus on institutional policy and practice such as benchmarking, diverse (best) practices, staff exchanges.

Advancing this type of partnership does not preclude pursuing other potentially salient collaborations with other institutions, which may be more narrowly focused for example in a particular research area or degree program.

The partnerships are not competitive – we are strongly focused on working in a partnership with reciprocal benefits. Our aim is to build on existing links, strategically applying our institutional weight to ensure that university leaders, researchers, educators and professional staff can develop the best possible set of productive links. An underlying assumption is that we agree our international engagement must include institution-to-institution links, and therefore be greater than the derivative of a range of academic links.

The sheer weight of this Partnership Framework is evidence of its potential. The partnership will create a global research and education platform which takes advantage of our combined momentum. It will be flexible and responsive enough to take advantage of new opportunities; to share information and adopt 'diverse practices' that contribute to performance improvement; and to create an environment (not excluding the funding environment) that supports sustainable and long term collaborations. All of this will translate into a more international experience for the combined student and staff community. Our students, will receive a global experience, have a global network of academic links, and be used to the idea of thinking and working in an international setting.

Common to both of the Global Partnership Framework, and the Passport Model is idea that internationalisation should lie at the heart of our value system. Internationalisation should guide our

choices, and structure our planning to find ways to secure its worth. As an international university, we believe we can give our students unique and transformative opportunities which are relevant to the world in which they live. We are implementing our value system in such a way that doesn't compromise the two traditional modes of university achievement – research and excellence. Rather, our approach seeks to advance research and excellence, by advancing them first and foremost in an international way.

Higher Education Reviews and their Implications for International:

Universities will support any changes in Federal Government policy which recognise the value of a holistic and engaged approach to internationalisation. It is now widely acknowledged that successful internationalisation – internationalisation which makes use of our global interconnectedness – involves much more than just recruiting international students. This is something

we have known for some time at Monash – even though like others we aggressively compete in the market to increase the number of international students.

The Bradley Review clearly articulated the dangers of continued cross-subsidisation of research and education of domestic students using international student fees. This limits the funds available to reinvest in improving ‘the product’ i.e. improving the international student experience. This lack of reinvestment coupled with increased global competition introduces risk to the industry which draws 20-25 percent of its recurrent expenditure from this source.

The Bradley Review’s suggestions to increase the number of tuition scholarships would also make an important contribution. However, for Monash and indeed others in the sector to provide similar scholarships, enhance our services to our international students, encourage student mobility,

and meaningfully support international research and research collaboration, we require a more significant increase in Commonwealth student funding.

As recommended in the Bradley Review, changes in Federal Government policy must recognise the over-reliance on the income from fee-paying international students of Australian universities. For some within the higher education sector they are lulled into a false sense security regarding international student recruitment as international student enrolments in Australia are said to increase by close to 21 percent in 2008. Closer examination indicates that enrolments in the higher education sector increased by only 7.7 percent from 2006-2008 indicating maturation of the market.

The future is uncertain. The current global financial crisis is unprecedented and the outlook for the recruitment of quality students into the higher education sector from 2010 is unknown.

Regardless of the impact of the GFC, there are other reasons to question the long term sustainability of recruitment of quality international higher education students to Australia.

Competition is increasing. There are clear moves from competitors both within our region (New Zealand, Singapore, Malaysia, South Korea and China) and the rest of the world (UK and Europe and North America) to market more aggressively in the international student markets.

We know our competitors are finding new ways to look beyond the recruitment of international students and Australian universities should not be left behind. For instance, our largest source country, China, is investing literally billions of dollars in its universities with a quadrupling of capacity in the last 10 years. Many of its courses are now taught in English and China is attempting successfully to attract more international students to its best

universities. There has been a massive investment in modernizing university campuses and educational and research technology. By 2010, the Chinese Scholarships Council intends to provide scholarships for 12,000 Chinese students to study overseas but 20,000 for international students to study in China. Watch this space!

South Korea, Singapore and Malaysia are all seeking to become regional hubs of higher education and the financial support for the universities in those countries is increasing dramatically.

What we saw as our competitive advantage as native English language speakers is also diminishing. English is becoming the language of tuition across the industry.

Federal Government policy changes to the internationalisation of education must take these regional, and indeed, global changes seriously.

The recent moves by the Australian Research Council to pull down barriers to international collaboration are to be applauded. Similarly, the Cutler Review's call for an urgent injection of \$2.2 billion into research at universities would bring us closer to the research ambitions of our competitors and ease the need to cross-subsidise research from international student income.

Those universities in Australia who take internationalisation seriously would support the policy changes recommended by both the Bradley and the Cutler Reviews. Their recommendations will go some way to allowing Australian universities to curb the cross subsidisation of research by international student fees and make possible reinvestment in the industry to encourage sustainability.

The current economic downturn is but one of the problems of global magnitude, which by nature require a global response. We recognise our students will be asked to address these types of problems. We believe that Australian graduates from internationalised universities will be ready to answer.