

Opening Remarks

and

Guest Speeches

**The 3rd University Administrators Workshop:
*Laying Firm Foundations for University Internationalization***

OPENING REMARKS

by

Toshio YOKOYAMA

Distinguished guests, dear colleagues old and new, ladies and gentlemen! My name is Toshio Yokoyama, Kyoto University's vice-president for international relations. Let me express, on behalf of the university, my warm welcome. You have kindly come all the way here in spite of the cold weather, for which I express my heart-felt thanks!

Now, it is my great honor to announce the opening of the Third University Administrators Workshop, the theme of which is: *Laying Firm Foundations for University Internationalization*. The point is to construct a sustainable foundation for a process called 'internationalization,' while considering afresh what we really mean when we use that word.

Why has this theme been chosen? – It is perhaps a natural outcome of the past two workshops. Let me give you an overview of what we have been discussing in Kyoto during the last three years. At the first workshop, in March 2006, things were at the stage of experiment and general observation. The theme was *Enhancing the Quality of International Activities of Asian Universities*. Participants from 12 Asian universities overseas accepted Kyoto University's invitation, and in addition, 3 universities joined from the Kyoto area. Many reports in the sessions touched upon either great difficulties or good practices in promoting international cooperation based on university-level MOUs. Other topics were also raised, but were not fully explored at the time. These included such topics as how to train the staff of international offices; how to develop multi-lateral exchange programs; how proper risk management can be carried out for student exchange programs.

The second workshop was held in this room in February 2007. On that occasion, Kyoto University had sent a new type of invitation, that is, without offering the traveling expenses but only accommodation and catering – that was, in short, a timid request for participation. Despite that, however, 14 universities from abroad and 9 universities from within Japan kindly and generously joined us for the workshop. Under the general theme of *Innovating Universities through Internationalization*, the major topics discussed were: how to promote international research collaboration; and how to strengthen international offices. The discovery of one common difficulty, experienced by almost all of the Asian participants, whose mother tongues are not English, has been memorable; that is, how to recruit and train staff in international offices.

Thus the important point to discuss this time, with the representatives of 16 universities from overseas and 9 universities within Japan, is this: establishing, on the basis of a common understanding of each other's aspirations and difficulties, something valuable and durable for future.

Now, what can be a firm foundation for the internationalization of Asian universities? Tentatively, two general topics have been chosen, that seem to remind us of what we have so far discussed and will hopefully lead us towards the implementation of an approach which integrates

various good proposals: The first one is *Networking to Promote Student Exchange* and the second is *Advancing Campus Internationalization*.

For truly functional networking, a stable relationship among program officers is most important. Among them there would be the respect for mutual differences with the awareness of common interest. They would be above all willing to maintain close individual ties with mutual trust. Studying the synopses kindly submitted for this workshop, I am looking forward to listening to insightful presentations for two days. An effort that Kyoto University has been making may be of some use to you as an example. Its objective is to promote the university's culture of dialogue, by way of implementing an ambitious new prospect. That is the introduction in ten years' time, in close cooperation with other universities throughout the world, of multi-lingual courses of education that will ultimately comprise 30 percent of all courses offered on our campus. Imagine, for example, a multi-lingual course on the history of science and technology in three chosen countries; or the sociology of varieties of economic thought taught in several languages, each class being connected across the campus-boundaries by proper e-learning technology? Such courses would certainly make everyone in cooperating campuses, particularly program officers, more language-conscious and more concerned with the cultural diversity on this planet. They would also encourage and train students to be more broad-minded and deep-thinking, urging them to grow not only as experts, but also as world intellectuals.

With regards to the second topic of this workshop, advancing campus internationalization, many participants might be led to reconsider the true objective of internationalization. A small example that Kyoto University may offer is that of its recently established Graduate School of Global Environmental Studies. The school has been sending scholars and students to the midlands of Vietnam with the strong support of Hue University. I am glad to mention that Dr Le Van An of Hue University has joined this series of workshops for the first time. That region of Vietnam has a reputation for the strong resilience of its local communities against periodic natural disasters caused by typhoons. Students of engineering, architecture, agricultural sciences, and economics from Kyoto University are engaged in discussions with local people and Hue University members about how to appropriately and effectively combine modern knowledge with traditional wisdom of land management. It is important to note that those students from Kyoto are spontaneously studying the Vietnamese language, a practice not so common among the clever Japanese engineers of one generation before. The lesson here is that better communication abilities will facilitate more opportunities to civilize and innovate any new technology. Can we regard these undertakings as indicative of a new phase of so-called 'campus internationalization'? Now, campuses cannot exist in the conventional sense, but can effectively extend to anywhere if properly supported.

Perhaps I had better stop here, but to conclude my remarks, with no diminished importance, however, let me thank Mme. Elizabeth Bare, vice-principal and head of university services at the University of Melbourne, and Dr. Priscilla Stone, director of overseas and undergraduate programs at Washington University in St. Louis, who kindly agreed to travel across the Pacific and give guest speeches before the working sessions. Both Vice-Principal Bare and Director Stone will, I am sure, contribute greatly to our workshop's proceedings, by sharing with us their views with regards to

what is happening in and around their esteemed universities, and what kind of ideals are guiding those institutions.

The City of Kyoto, Japan's old capital, has had a history of ups and downs for more than thirteen hundred years, and has, as a result, developed a tradition of encouraging its inhabitants to show civility towards not only fellow humans, but also towards the non-human environment. It is my hope that holding a workshop in such a milieu will enhance mutual understanding and friendship among us, and foster chances to promote valuable initiatives among the participating universities. Thank you for your listening.

INTERNATIONALIZATION IN AUSTRALIAN UNIVERSITIES

A STAFFING PERSPECTIVE

Elizabeth Baré

Vice-Principal and Head of University Services
The University of Melbourne

1. The Australian context

1.1 The Australian higher education system

Australia, with a land mass greater than that of the United States of America and a population of 21 million, has 40 universities, of which 37 are established by Acts of Parliament of the six constituent States of the Australian federation, and one, the Australian National University, by the Commonwealth (federal) government. There are two private universities. The University of Melbourne was established by an Act of Parliament of the colony (later State) of Victoria in 1853.

Constitutionally, provision of education is a state responsibility. In the past 60 years the federal government has, with the agreement of the States, progressively assumed responsibility for funding higher education. Today, the vast majority of public funding of Australian universities comes directly or indirectly from the Commonwealth government.

Universities guard institutional autonomy fiercely, particularly in establishing academic standards, determining the content of educational curriculum and having an autonomous governance structure. All universities are managed by a council, with administrative power to a greater or lesser degree delegated to the Vice-Chancellor (President), and academic authority delegated to a senate or academic board, which consists of the professoriate, or representatives of the professoriate. All universities are independent employers of academic and non-academic (general) staff.

Australia has a long and proud tradition of provision of education to overseas students. The impetus for the internationalisation of the Australian education system since 1996, the expansion of the number of international students, seeking international rankings and internationalisation of the curriculum and teaching methods in part originates from changes in funding of Australian universities.

1.2. Human Resource Management in Australian higher education

1.2.1 Labour relations in Australian universities

Labour relations have had a significant impact on the development of modern human resource management practices in Australian universities. Thirty years ago, staff associations representing

academic or professional staff made representations to the Vice-Chancellor for changes in employment conditions. Salary increases were largely determined by increases in civil service salaries. In late 1980s, the staff associations became trade unions, and by the early 1990s, one trade union, the National Tertiary Education Union (NTEU) had a membership of at least 50% of all academic staff, and a variety of civil service-based trade unions, represented general staff. Progressively the NTEU has built up its membership of general staff, and is now the major body representing all staff in Australian universities.

Since 1904, labour relations in Australia have been based on a conciliation and arbitration system whereby a trade union (representing employees) and an industrial association (representing employers) made a series of claims and counter claims for wages and conditions, which are ultimately determined by a labour relations court, now known as the Australian Industrial Relations Commission. The outcomes of the arbitrated agreements are known as Awards and have the force of law.

Only in the 1980s did Australian universities enter the labour relations system, establishing a separate employer organisation. This coincided with a drive by the federal government to simplify the complex employment conditions in the Awards and to create collective agreements (enterprise agreements) which apply to one workplace, which are legally binding. Employment conditions and salary scales in all Australian universities are now covered by more than 40 separate enterprise agreements, of which one or two will apply to each university.

1.2.2 Introduction of new human resources management practices

The complexity of the labour relations system was a driver in the engagement of professional human resources managers from outside the higher education system, and it is this group of people who have had a significant impact on the changes in human resource management practices in higher education.

In the early 1990s, university human resource management practices lagged those in Australian industry and government. Performance management was unknown, dismissal of tenured academic staff for reason of misconduct or unsatisfactory performance was impossible, and recruitment procedures were lengthy and complex. General staff tended to make a career in one university, undertaking a variety of roles during a career.

Promotion for general staff was on the basis of their undertaking a more complex role. Each university had a set of complex job classification structures which restricted the range of tasks undertaken in each job, and in some universities, as a result of mergers, there were multiple sets of employment conditions and classification structures operating simultaneously.

1.2.3 Job classification reform

In universities, the process of Award simplification concentrated on reform of the job classification structure. For both academic and general staff, new Awards encompassing separate job classification and career structures were established which applied to every university in Australia. These were

accompanied by significant salary increases, and Award processes to enable universities to manage underperformance.

For general staff, a single 10 level classification and salary structure was established. The aim was to develop a classification structure which was sufficiently flexible to encompass the employment of staff who would typically have a career within the university system, and staff who were members of professions who move between institutions and industries. In the early 1990s, the largest group of professionals were found in human resources, finance and information technology. Today, this group has been expanded by professional fund raisers, marketers and communications experts.

Despite sporadic attempts at reforming the structure through enterprise agreements at individual universities, all universities have retained the common 10 level structure.

The job classification structure has supported the growth specialist career structures within the University. One such group which has emerged over the last 10 years is the group of staff who support international education.

2. Changes in Australian higher education after 1996

2.1 Impact of change of government in 1996

In 1996, a coalition of the conservative parties won government from the Australian Labor Party, which had been in power since 1982. In line with a series of civil service reforms, the government determined that salary increases in universities would no longer be funded and that these should be paid for by efficiencies within each university which would be negotiated and implemented through an enterprise agreement. The same rules applied for most organisations funded by the Commonwealth government. For universities, therefore, salary increases were not supplemented, nor, for a period of three years, were other operating expenses, increases traditionally supplemented by the rate of inflation. At the time, Australian Vice-Chancellors claimed that the combined impact of these changes was a cut of 25% in operating costs over a three year period. As an offset, the government allowed universities to recruit full fee paying domestic students, (until then Australian students used government sponsored loans which partially covered the costs of education, with the balance funded by the government), in addition to the existing cohort of fee paying international students. The value of the Australian dollar, which had been floated in the early 1990s, made education in Australia an attractive commercial proposition for overseas students.

2.2 Responses by Australian Universities

Australian universities responded to emerging funding stringency in a variety of ways. Some used the opportunity to reduce the number of staff who were not contributing to the current education endeavour. Other initiatives included streamlining administrative processes and the widespread upgrading of IT, reduction in general staff numbers, and attempts to restrain salary increases by offering bonuses, rather

than base line increases. The number of universities which were able to attract domestic fee paying students was limited, and most looked to expanding the number of international students. This was particularly the case for universities such as the University of Melbourne which had a small cohort of international students. As noted above, Australia has a long history of international education and by the mid 1990s, up to 25% of the student cohort at some universities, eg RMIT University, were international students. Many students from Southeast Asia finish high school in Australia, so in addition to recruitment overseas, there was a sizeable cohort of international students already in Australia.

2.3 Role of international education in Australia

Supported by a low Australian dollar, a stable society and a quality English speaking education system, the strategy of internationalising education has been extremely successful.

Table 1 indicates the number of international students from the top 10 feeder countries studying in Australia between 2002 – 2007. *Source: Australian Education International (AEI)*

Table 1

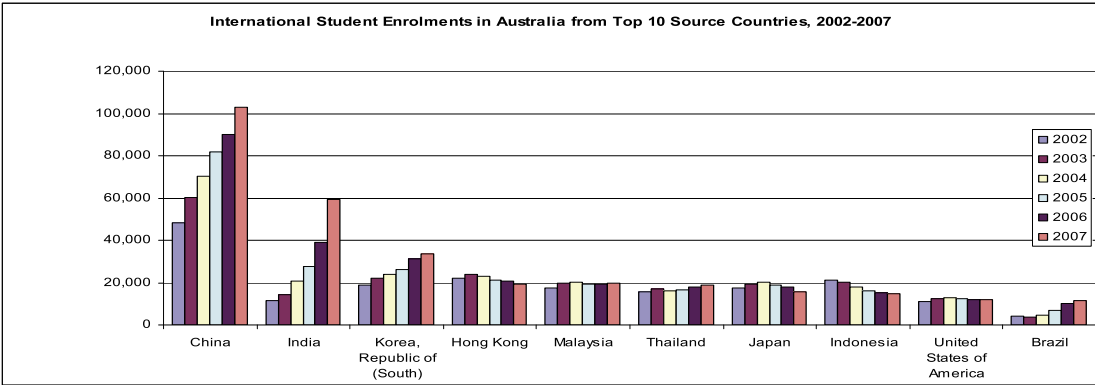


Table 2 indicates the growth of international students in Australia between 1994 and 2006 highlighting the significant growth in overall numbers, and in particular in the number studying at higher educational institutions. *Source: AEI*

Table 2

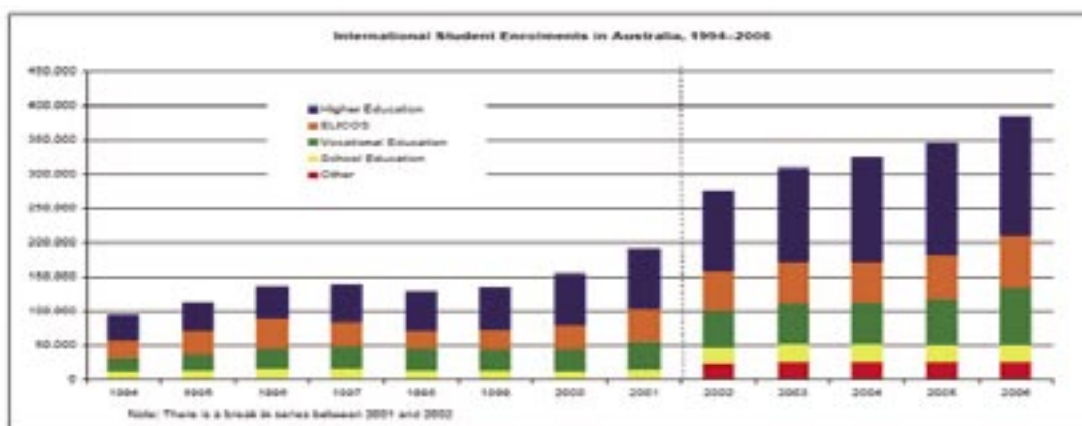


Table 3 provides comparative data from the top five main English speaking destination countries for international students in higher education in 2005 - 2006. Australia remains the third largest provider of such services. *Source AEI*

Table 3

Source	Australia 2006	USA – 2005 - 2006	UK 2005 - 2006	Canada 2004 - 2005	New Zealand 2006
China	46,075	62,582	51,080	30,516	21,034
India	25,431	76,508	19,250	7044	2,136
Malaysia	14,932	5,515	11,490	873	1,516
Hong Kong	9,948	7,849	9,575	2670	451
Indonesia	8,772	7,575	1,160	861	376
R of Korea	5,590	50,022	4,195	4,944	2,141
Japan	3,413	38,712	6,660	1,812	1,978
Canada	2,879	28,202	5,235		523
US	2,579		21,490	9,462	2,430
All countries	172,297	564,766	234,350	140,724	42,652

Such has been the success of this strategy that the provision of educational services is now the fourth largest export earner in Australia, ahead of traditional agricultural produce of wool and wheat.

The success of the enterprise has been such that the Commonwealth government has regulated the provision of international education services through the passing of the Educational Services for Overseas Students Act, which protects Australia's reputation for delivering quality education services and protects the interests of overseas students, by setting minimum standards and providing tuition and financial assurance.

3. Internal University responses to internationalisation

While the last decade of activity reflects a success story, there have been significant challenges along the way. How were academic staff to be reconciled to teaching a sizeable cohort of students for whom

English was not the first language, would academic standards fall, what was the responsibility of universities for supporting large numbers of students far from home, and how were these students to get a true Australian English language experience mingling with Australian students? Further, what benefit was there to Australian students by studying with international students, and how would educational programs need to change? A significant question emerged as to who the best persons were to recruit international and support undergraduate and postgraduate students; academic or general staff. There was a significant challenge in ensuring staff supported this strategy, and to ensure that educational standards remained high and not subjugated to funding imperatives.

Additionally, and for the first time, significant competition emerged between universities for international students, and the traditionally cooperative relationships were dented as more commercial considerations emerged, and progressively sophisticated marketing functions have been established in many universities.

3.1 International student numbers at the University of Melbourne

Table 4 lists the number of international students at the University of Melbourne for the period 1996 – 2007. *Source: University Planning Office*

Table 4

	1996	2000	2002	2004	2006	2007
International	1733	5702	7860	9223	10465	11287
Total	30982	37606	41693	43967	46050	44519
% International	5.5%	15%	18.8%	21%	22.7%	25.3%

While the majority of students study undergraduate professional programs, particularly business and marketing, approximately 10-15% of international student numbers are study abroad students principally from North America and Europe.

3.2 Engaging staff support

Academic staff have a level of autonomy in what and how they teach and undertake research. For the new strategy to be effective educationally, it was critical that staff understand and be engaged in the internationalisation exercise. For many staff, especially general staff, the changes represented new career opportunities, for others it reflected nothing more than an increased workload. At the University of Melbourne, it was deemed important that staff understood and supported the internationalisation strategy.

3.2.1 The University of Melbourne experience

In its response to the 1996 funding changes, the University of Melbourne determined to expand its revenue raising efforts rather than reducing staff numbers or expenditure. Revenue raising included the creation of a private university, Melbourne University Private, to provide educational services to the civil service and industry; engagement in international ventures to deliver educational services by distance learning (U 21 Global); increasing its endowment, increasing its research funding; and lastly, recruitment of fee paying domestic and international students, which represented an increase in the overall number of

students. To accommodate the increased number of students an ambitious program of building new facilities was commenced.

In the University of Melbourne enterprise agreement, negotiated in 1997 with the NTEU and other trade unions, a strategy of aligning salary increases with success in revenue raising efforts was adopted based on a simple gain sharing formula. This approach has been repeated in every enterprise agreement until the current agreement, negotiated in 2006, and has ensured salary increases are commensurate with the University's capacity to pay. The University's strategy guaranteed a minimum level of increase in each of the three years of the life of successive agreements, with a larger increase contingent on the overall revenue generated by the University. It was designed to ensure staff commitment and also to create an environment where incentives applied.

During the 10 year period, the percentage of University revenue used to pay salaries has remained at under 53%, a significantly lower percentage than that of other Australian universities. Several other universities adopted a variant of this approach in their enterprise agreements, although none as comprehensive as that of the University of Melbourne.

In addition, for Deans of Faculty, performance bonuses were introduced which were linked to revenue outcomes specifically relating to their Faculty.

The budget rules were varied to create an incentive for Faculties to surpass their revenue targets

3.3 Internationalisation of the curriculum

One of the most important impacts of internationalisation has been a significant move in most Australian universities to internationalise the curriculum. This has required changes in content to ensure international perspectives on knowledge, but also to ensure that content acknowledges the diversity of approach to knowledge by different cultures, that teaching is culturally inclusive and open to diverse interpretations. Academic staff development has concentrated on supporting staff in these areas. This broader approach has benefited Australian as well as international students.

3.4 Building general staff capacity

Australian university general staff had little experience in the international context, although most universities had small units which managed international student exchange, international student support and relationships between universities. Australian general staff have been recruited from all sections of the community, and represent all aspects of Australian culture. Unlike academic staff, general staff had little experience of working overseas or with different cultures, which were skills that needed to be developed.

3.4.1 Australians in an international context

Australia is a land of immigrants. While the dominant culture is English speaking, with many similarities to English and United States cultures, it is a multicultural society, with 22% of the population born outside of Australia.

Despite multiculturalism, few Australians speak a language other than English, and when they do, it is the language of their parents or birth. Foreign language learning in schools is so unpopular that less than 10% of students completing high school study a foreign language as a final subject. The most common foreign languages studies are European, not those of the major source countries for students. Not having an underlying understanding of foreign cultures and languages can pose a difficulty for Australians working internationally. Despite linguistic inability, Australians travel extensively as independent travellers, and hence gain limited insights into different cultures.

Further, to many overseas, Australians seem brash. The Australian way of doing business is to quickly come to an agreement without necessarily building a long-term relationship, which is often contrary to how business is done elsewhere.

The Australian workforce is mobile, with persons working for many different employers during a lifetime. People under 35 tend to change organisations at least every three years, particularly at times when unemployment is low, so all employers including universities, strive to retain good staff.

3.4.2 Creating a career structure - The University of Melbourne experience

In 1996, the University of Melbourne had a small international office, which undertook limited student recruitment, supported international students when they arrived, managed student exchange, and University’s formal relationships with overseas universities.

Over the past 10 years, new roles and jobs have been created to manage internationalisation. **Table 5** lists those jobs.

Table 5

Role	Description of duties	Recruitment source
Brand specialists	Manage advertising campaigns on a University-wide basis and responsible for a consistent message to the broader public	Usually professional marketer recruited from outside of the University
Market researchers	Collect and analyse information about market trends, both from external sources and University data	Usually recruited external to the University
Student recruitment staff	Recruitment of international students both in Australia and overseas	Staff who have worked in universities recruiting Australian and international students
International student administrators	Advice and support in relation to the management of visa and other government requirements. Organisation of orientation programs	Existing staff
International liaison officers	Liaison with offshore recruitment agents and schools	Staff who have worked in student recruitment in universities
Study support staff	Support students with learning and study problems	Existing staff who support Australian students

Student housing staff	Manage student housing and placement	Existing staff who support Australian students
Student welfare and counselling	Support students with emotional or other problems	Existing staff, supplemented by counsellors especially recruited to support international students
International relations	Manage the University's relations with other universities. Manage exchange agreements, visits by representatives of other universities. Prepare background briefings on specific countries	Externally recruited, may have specific international experience or language skills.
International representatives in offices in specific countries	Coordinate the University's international alumni, student recruitment and marketing activities in specific countries	Recruited from staff or alumni who have working permits or residential rights in a specific location

3.4.4 Training and development – The University of Melbourne experience

Internationalisation has led to the development of specific training and development programs within universities, available to all staff. At the University of Melbourne, standard training includes programs such as:

Table 6

Program	Objective
Communication Across Cultures	Identify and understand cultural differences and their impact on teaching and working with students
Pronunciation of Asian Names	Correct pronunciation of names, understand structure of names and identify country of origin
International Students, Visas and the ESOS Act.	Understand the University's compliance obligations for international students
Best Practice in Branding	Understand the University's marketing strategy
Marketing and Communication	Develop understanding of marketing and communication strategies.

Such programs are supplemented by on the job training.

3.4.5 Organisational arrangements

In Australian universities there is a constant debate as to the appropriateness of organisational structures. For administrative structures, such as managing internationalisation, the question is whether there should be a single central function or whether the function should be decentralised to the Faculty or School organisational unit.

A single central function ensures consistency and standardisation, but may be slow in delivering results or not take account of specific local concerns. Decentralising the function tends to add costs to

administration, and can give rise to inconsistency, but may be better attuned to speedy decision-making, taking account of local circumstances. Both have their merits.

3.4.5.1 The University of Melbourne experience

The University has had some difficulty in determining where the appropriate level of responsibility for international student recruitment and administration lies, and this has been subject of several formal reviews. Current arrangements are found in **Table 7**.

Table 7

Function	Central	Decentralised
Brand management and market research	x	
Compliance requirements, Eg. visa requirements, government reporting.	x	
Welfare support, counselling, housing and student aid	x	
Learning skills support	x	x
International relations	x	
Exchange students	x	x
Student recruitment	x	x
International student administration	x	x

The University’s reward system which rewards a Faculty for exceeding targets has the potential to create tension between Faculties in the area of international student recruitment.

This is managed through policy set by central units and coordination is reinforced by regular meetings of staff involved. Reflecting the importance of internationalisation, and to strengthen coordination, in 2005 a new role of Deputy Vice-Chancellor (International) was created. This role has a broad overview of international matters in the University. A particular focus of the role is to engage in improving and strengthening relations with international universities and to take an active role in the international networks with which the University is involved.

Currently, the University is restructuring its student support activities in line with changes in the undergraduate and postgraduate curriculum. Between 2008 and 2015, the University is progressively moving all professional awards (eg Law, Medicine) to postgraduate masters level, requiring all students to first complete one of six undergraduate degrees. All students in these degrees will have the opportunity for an international experience. Each undergraduate degree will have a “one stop” student centre which directly provides most services required by students. International and Australian students will be catered for in the same centres.

3.4.6 Australian universities and students abroad

Many Australian Universities have established campuses overseas delivering education programs, often in collaboration with an existing educational supplier in that country. While there are successful examples of overseas campuses, there have been many ventures which have failed.

3.4.6.1 The University of Melbourne overseas offices

In 1997, the University of Melbourne made a decision to remain an Australian-based institution, but as part of an initiative sponsored by the Deputy Vice-Chancellor (International), in 2006 it decided to establish offices overseas to manage and coordinate activities in specific countries or regions. Offices have been opened in Malaysia, Indonesia, Thailand, India and Shanghai, with the responsibility for profiling the University in those countries, coordinating marketing and student recruitment, maintaining relations and coordinating visits by University staff. In some cases, the offices are co-located with offices of the State of Victoria.

The overseas offices are small with only 1 or 2 staff members, usually operated by University staff or alumni who have the requisite rights to work in the country where the office is located.

The early indications are that these offices are effective, but a full review has yet to be undertaken.

3.4.6.2 University of Melbourne and international organisations

The University has bilateral agreements with over 80 overseas universities. In addition, it is a member of the Group of Eight universities (Australia's major research universities), Association of Pacific Rim Universities and ***Universitas 21***, a global network of universities.

Within U 21 there are meetings of senior general staff with common interests, eg marketing, as well as a structured process of general staff scholarships for an exchange experience. Up to 3 ***Universitas 21*** scholarships are offered to general staff each year by the University.

3.4.6.3 University of Melbourne and Exchange Students

Students at the University of Melbourne may go on student exchange. Agreements have been reached with xx universities to effect this. Approximately 450 University of Melbourne students go on exchange each year, with about 30% going to ***Universitas 21*** universities. In addition, the University will make direct arrangements with other institutions to support study abroad. The University provides limited financial support to encourage students to take an exchange semester.

4. Conclusion

Writing this paper has given me the opportunity to reflect on activities over the past 10 years. Asking colleagues whether the internationalisation program benefited Australian universities and the University of Melbourne, I generally receive a positive answer.

Academic staff say that they have had to develop new teaching methods, which underpinned by the use of technology have improved teaching. They have had to become more culturally attuned, and in many cases curricula have been radically changed, which has benefited Australian students. Academic standards have not fallen.


A most striking change is the increased concentration taking a customer service approach to student administration and support by general staff. The requirement to improve services, facilities and service standards has been driven by the demands of international students and the benefits are now being passed onto Australian students. Competition for students has driven improvement in processes for admissions, enrolment and results. The amount of low cost student housing close to campuses has increased. Facilities have improved.

New career opportunities have opened up for general staff, and an increasingly skilled cohort of staff is involved in marketing and student recruitment; skills which are transferable between universities and into roles in other industries. General staff who have joined the University in marketing or international relations roles have added significantly to the skill base of the University.

International students frequently play an important role on campus; not just with involvement in the formal governance processes, but also in student political and cultural life. This is certainly the case at the University of Melbourne.

Australia, as an anglophone nation in an Asian hemisphere, will benefit with so many of its graduates returning to their home country with an understanding of Australian issues.


There is still much to learn, many mistakes to be made, problems to be solved, but few would now agree we should turn the clock back to 1996.



Internationalisation in Australian Universities
 A staffing perspective
 The University of Melbourne Experience


EA Baré
 Vice-Principal and Head of University Services


Australian Higher Education

- Australia**
 Population 21 million
 English speaking
 Land mass = United States of America
- University system**
 - 40 Universities
 - 38 “government” or “public” universities
 - 984,146 higher education students, 81,781 staff EFT (Academic: 35,151 EFT; General Staff : 46,630 EFT).
 - Funded by government grants, student fees, research income, commercial income, small endowments


Australia




The University of Melbourne

- Founded 1853
- Based in centre of Melbourne, State of Victoria
- Students 2007 44,519 students, 11287 international students
- 13 Faculties
- Staff 2007 3370 EFT academic staff, 3304 EFT general staff
- Most students from within the State of Victoria and live at home with parents

The Melbourne Model

- In 2006 the University established a Curriculum Commission to undertake a comprehensive review of the University's academic programs. A major program of reform was initiated for both undergraduate and graduate courses.
- **Undergraduate courses**
From 2008 the University will:
 - provide students with the best possible preparation for the future global environment and its challenges
 - Provide undergraduate degrees with both academic breadth and disciplinary depth
 - Provide Melbourne Model students maximum flexibility in choosing their path either directly to employment or via graduate study and research.
- **Graduate Courses**
The University is introducing new graduate programs that will
 - expand on our existing suite of graduate programs and
 - provide more intensive and better-supported professional and research training graduate professional degree programs.

The Melbourne Model

In 2008 six New Generation undergraduate degrees will be offered replacing over 80 separate undergraduate degrees.

- Bachelor of Arts
- Bachelor of Commerce
- Bachelor of Environments
- Bachelor of Biomedicine
- Bachelor of Science
- Bachelor of Music

Internationalisation of Australian Universities The Story

1996 – The Year of Change

- Conservative government elected
- Higher education funding model changed resulting in no increases in funding to universities
- Universities required to fund salary increases through efficiency gains
- Efficiency gains and salary levels to be negotiated with academic and general staff trade unions and agreed in a collective agreement

- Staff reductions
- Increased use of IT in administration
- Use of IT in teaching and learning
- Internationalisation: International students in Australia have increased 371% since 1996



International English Higher Education Market Share

Source	Australia 2006	USA - 2005-2006	UK 2005-2006	Canada 2004-2005	New Zealand 2006
China	46,075	62,582	51,080	30,516	21,034
India	25,631	76,508	19,250	7044	2,136
Malaysia	14,932	5,515	11,490	873	1,516
Hong Kong	9,948	7,849	9,575	2670	451
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Japan	3,413	38,712	6,660	1,812	1,978
Canada	2,879	28,202	5,235		523
US	2,579		21,490	9,462	2,430
All countries	172,297	564,766	234,330	140,724	42,652

Internationalisation The University of Melbourne Story

THE UNIVERSITY OF MELBOURNE | **Response to declining Funding The University of Melbourne Experience**

- **Revenue generation**
 - Creation of Melbourne University Private
 - Involvement in U 21 global
 - Increasing endowment
 - Recruitment of domestic and international fee paying students
 - Research

THE UNIVERSITY OF MELBOURNE | **Response to declining funding The Human Resources Management Response**

- **Collective agreements 1997 – 2006**
 - Salary increases aligned to revenue generation outcomes
 - Gainssharing approach
 - Salary expenditure as a % of total expenditure remains low, while salaries are competitive
- **Budget process changed**
- **Faculties set revenue generation targets**
- **Faculties retained revenue greater than agreed target amount**
- **Deans' remuneration linked to revenue outcomes**

THE UNIVERSITY OF MELBOURNE | **International Student Numbers**

10-15% International students are exchange or study abroad students

	1996	2000	2002	2004	2006	2007
International Students	1733	5702	7860	9223	10465	11287
Total Students	30982	37606	41693	43967	46050	44519
% International Students	5.5%	15%	18.8%	21%	22.7%	25.3%

THE UNIVERSITY OF MELBOURNE | **Impact of Internationalisation on Staff**

- **Concerns in 1996**
 - Large numbers of students for whom English is not the first language
 - Impact on academic standards
 - Requirement to internationalise the curriculum to provide benefit to Australian students
 - Quality of facilities
- **Student support**
 - Large numbers of students far from home
 - Importance of student housing
 - New demands on language and study support
- **Student recruitment**
 - Competition between Universities required development of marketing skills
 - General staff required to develop recruitment skills
 - Pressure to improve offer and admissions process

Building General Staff Capacity

- **Australian workforce**
 - Multicultural, 22% population not born in Australia
 - Few study foreign languages or cultures
 - Australian way of doing business is very direct
 - Mobile workforce
 - Most people change employers at least 3 times in a working life
 - People under 35 change employers every 2 – 3 years

Emergence of a New Career Stream

- 1993 labor relations reform created a single 10 level job classification structure covering all non-academic or general staff roles in the Australian universities
- Job classification structure designed to cater for professional roles, eg finance and traditional university roles, eg. student support or administration

New Roles emerge Marketers and Recruiters

Brand specialists	Advertising, ensure consistent message, delivered externally manage University wide campaigns
Market researchers	Analyse information about market trends
Recruiters	Recruitment of international students in Australia (and overseas)

New Roles Emerge Student Administration and Support

Student administrators	Enrolment, admissions, visas, orientation programs
International liaison officers	Liaison with overseas agents
Housing	Support with housing and placement
Welfare and counselling	Specialist counsellors for students with emotional problems
Study support	English language and study skills

THE UNIVERSITY OF MELBOURNE		New Roles Emerge International Linkages	
Deputy Vice-Chancellor (International)	Director International	Coordination of international activities	
International relations	International representatives	University's relations with overseas universities, briefing papers	
International representatives	Student exchange	Staff in overseas offices	
Student exchange		Supporting University of Melbourne students abroad	

THE UNIVERSITY OF MELBOURNE		Staff Recruitment Sources	
<ul style="list-style-type: none"> • Recruited externally <ul style="list-style-type: none"> – Marketing and branding staff – International relations • Recruited from within the university system <ul style="list-style-type: none"> – Recruitment, international student administrators, – International liaison officers – Overseas representatives • Existing staff who also work with Australian students <ul style="list-style-type: none"> – Housing, study support, student exchange, welfare and counselling 			

THE UNIVERSITY OF MELBOURNE		Training and Development	
The University of Melbourne has developed training programs to support international staff			
Program	Objective		
Communication Across Cultures	Identify and understand cultural differences and their impact on teaching and working with students		
Pronunciation of Asian Names	Correct pronunciation of names, understand structure of names and identify country of origin		
International Students, Visas and the ESOS Act.	Understand the University's compliance obligations for international students		
Best Practice in Branding	Understand the University's marketing strategy		
Marketing and Communication	Develop understanding of marketing and communication strategies		

THE UNIVERSITY OF MELBOURNE		University Internationalisation Structure	
Organisational Structure			
Function	Central	Decentralised	
Brand management and market research	x		
Compliance requirements, Eg. visa requirements, government reporting.	x		
Welfare support, counselling, housing and student aid	x		
Learning skills support	x	x	
International relations	x		
Exchange students	x	x	
Student recruitment	x	x	
International student administration	x	x	

- **Offices in Malaysia, Indonesia, Thailand, India, China**
- **Responsibility**
 - Profile University and Melbourne Model
 - Coordinate marketing and student recruitment
 - Alumni relations
 - Relations with local universities
- **Staff**
 - General staff who have work rights in country

- **Exchange students**
 - 450 outgoing exchange and Study abroad students annually
 - Financial incentives to encourage students to undertake exchange
 - 80+ agreements with overseas universities
 - All 'Melbourne Model' students have the opportunity to study abroad
- **International linkages**
 - Group of 8 Universities – office in Berlin
 - APRU
 - *Universitas 21*

- **Benefits to the University of Melbourne (and Australia)**
 - International ambassadors in our graduates
 - Improved systems, eg admissions, enrolment
 - Improved facilities for all students
 - Improved educational experience for all students
 - Melbourne Model encourages an international educational experience
 - Significantly improved skill base for professional staff
 - Create a vibrant and engaged life on campus
 - New career structure for general staff
 - Financial viability



Current trends in Study Abroad: The U.S. Perspective

Paper presented to the 3rd University Administrators Workshop Kyoto University, January 2008

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Introduction

This is a very exciting time in international education in the U.S. and across the globe. Increasingly, and some would argue at long last, American leaders, in education, business and government, are recognizing the profound value that results from studying abroad – international knowledge, intercultural awareness and global perspectives. This increased interest has led many universities to focus on global education, expanding the opportunities abroad for students to experience foreign cultures by diversifying the program models, destinations and fields of study. This is all good news and the current rates of growth are likely to continue. Yet, rapid internationalization also creates its problems and rhetoric often outstrips reality. Issues of quality control, oversight, risk and safety, as well as the challenges posed by managing an increasingly complex portfolio of programs, are becoming of paramount importance.

In this paper, I review general patterns in changes in U.S. study abroad over the past decade or so, illustrating some of these issues from the experiences of my own university, Washington University-Saint Louis. My focus will be on undergraduate students and on study abroad. Although I will not specifically be examining the many other forms of internationalization at American universities (including attracting international students and faculty), many of the new and innovative programs that are being developed work with many different parts of the educational institution. I will talk about one such program, the McDonnell International Scholars Academy at my own university that combines undergraduate and graduate education, as well as international students and study abroad into the same overarching program.

As we are all swept along by the tide of global education, and increase our efforts to meet the needs of our students and the interests of our faculty in this arena, we must remember to keep a clear view of what the educational value and quality of the programming is and to continually ask ourselves how best to use scarce, or at least shared, university resources.

Simon Act

Many of you will have heard of the Simon Act that is working its way through the U.S. Congress. The purposes of this act are to significantly expand study abroad opportunities for U.S. college students by establishing an endowed grants program. At the moment, the act has passed the congress but has not yet passed through the senate.

I am going to use some of the language in that Act to make some general points about study abroad. The legislation emphasizes the general recognition in the U.S. that in order to enhance our global competitiveness we need to enhance the international knowledge of our students. It goes on to argue that Study Abroad has proven to be an effective way of imparting international and foreign-language competency to students.

It quotes President George W. Bush as saying, 'America's leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community.'

Study Abroad is defined by the Act as "An educational program of study, work, research, or internship that is conducted outside the U.S. and that carries academic credit toward fulfilling the student's degree requirements." Note how broad this definition is and describes a field that has moved well beyond the sit-in-a-classroom for a semester or a year program model. We will return to some of these points about "work, research and internships" later in the talk.

The Simon Act has four primary goals. I will look at these each in turn, noting the current status and the goals set by the act. They are:

- 1) Making study abroad a cornerstone of American Higher Education
- 2) Increasing participation in quality study abroad programs
- 3) Encouraging diversity in student participation in study abroad
- 4) Diversifying locations of study abroad, especially in developing countries.

1) Importance of study abroad. Although the benefits of studying abroad seem self-evident to those of us in this field, our cause now has the support of leaders in government, the private sector as well as in education who recognize the life-long effects. Not only do they gain substantial language skills, but they have measurably greater perspective (historical and philosophical), are more able to question beliefs, achieve personal growth and enhance their careers.

2) Increasing participation in quality study abroad programs. Despite the attention to international education, U.S. students still study abroad in relatively low numbers. Only 1% or about 200,000 U.S. students study abroad in any one year. Still there has been impressive growth over the past 10 years, increasing nine percent a year. (see chart)

3) Increasing diversity: This is an area of considerable concern in the U.S. The typical profile of a study abroad student is a white female from an affluent family who attends a four-year college or university. The students from minority groups, less affluent backgrounds, in community colleges, are much less well represented. (see chart)

4) Diversifying the locations of study abroad, especially in developing countries. Most U.S. students are studying in Western Europe and they are concentrated in 4 countries (see chart). But still there has been an increasing shift to Africa, Latin America and China. China is now the 8th leading host destination for American students.

Moving Beyond the Rhetoric

Setting goals of sending 1 million more diverse students abroad each year to more diverse locations sound like reasonable, albeit ambitious goals, yet the business of study abroad is a complex one and these broad strokes hide many other forms of diversity.

I am going to speak about diversity of disciplines, of program design, of duration of program, as well as level of study. All of these enrich, or complicate the landscape of study abroad and put particular management demands on study abroad offices as they try to accommodate these various interests.

First, is the very profound shift in the fields studied abroad. The “traditional” model of the area studies and language students dominating the study abroad population is certainly not true today, if it ever was (see chart). We are sending social scientists abroad in bigger number than any other fields, followed by business and management. Fields we had thought dominated study abroad – foreign languages and humanities represent a smaller share overall. This has very significant implications for the faculty oversight and management of study abroad programs. The faculty who tend to sit on governing committees, setting policy and deciding on program design, are often drawn from the language and humanities departments given their own training and interests. Yet, the students they are

designing programs for are often not the ones in their classes. This becomes especially problematic, when designing new programs for natural science, premedical and engineering students whose training often does not allow for the extensive preparation in language and area studies. Developing high standards of preparation and academic rigor abroad that make sense by the standards of their own disciplines, is a high priority.

This change in student demographic also puts into question the model of program we adopt. Increasingly, for example, students, and faculty, are interested in programs of shorter duration, accomplished during a summer or even a mid-term break. The Simon Act proposes a balance between longer-term programs which maximize foreign-language learning and intercultural understanding and shorter-term programs which maximize the accessibility of study abroad to nontraditional students. This tension is a creative one, but one that requires tolerance and flexibility across these disciplinary divides.

These new fields and durations of programs also allows for an evermore complex landscape of academic designs. Increasingly, we see students searching for programs with a thematic focus. Rather than choosing a program at a French university to study French language and culture, they choose a program on Immigration and Identity in France that explores issues of multiculturalism and ethnicity in contemporary France. We have seen a huge increase in interest in public health, in development studies and in peace and conflict studies. These new thematic programs may also incorporate volunteer or service learning activities, or internships, all of which are on the top of student's interests and challenging the standard models.

Furthermore, the era of the "junior year abroad" has almost disappeared. We are still sending you more of our third year students than any others, but rarely for a whole year, and more and more students going abroad in the summer do so after their first or second year.

While this is all very exciting and brings new ideas and people into the field, it also puts a strain on existing management resources and oversight. Although there is much more attention to quality control, and academic integration, these new, often shorter, programs are often difficult to evaluate and to award credit for. It takes a patient faculty and a determined study abroad officer to wade through these complexities.

These new programs in less traveled locations, often, also represent new risks and potential for health and safety problems. We have become much better as a field in managing and planning for such

problems, but this requires constant vigilance and attention. It is a rapidly changing landscape out there – as all of us who send students to Kenya know right now.

The expectations of our students and families for very high levels of medical care, often psychological as well as physical, or at least medical care that is familiar to them, and other kinds of support abroad is a whole new area of professional development for my field of study abroad. Not only do we have to do our best to prepare our students for what they will find abroad, in each location, but we have to communicate with our partners on our own campus and abroad to make sure everyone is well informed.

Many of these new responsibilities indicate the increasing professionalization of the field of study abroad and are positive additions to our toolkits. We used to send students off with very little preparation. Now, we have designed a course “Study Abroad 101” that introduces our students not only to the practicalities of traveling abroad but to issues of cross-cultural communication, to differing gender expectations and behaviors.

Implications for OPIR universities

The very good news for the Asian universities represented at this workshop, is the increasing willingness for U.S. students to venture beyond Western Europe and explore other parts of the world. Enrollments in Chinese language at our universities have increased dramatically in recent years, and our Washington University-Saint Louis is scrambling to keep up with this demand and to provide study abroad opportunities for these students. There is, furthermore, an increased interest in Asia from other fields, whether that is international studies, economics, and political science. The challenge there is that many of these students will not have advanced language skills and will need instruction in English. They will also be looking for both depth and breadth in the English coursework to meet their specific interests – say in traditional medicine – but also their broad interests in politics and society. We are taking a closer look at what our students are taking while abroad, putting more expectations on them to explore advanced study whenever possible in a major field. More challenging, in many ways, is the entry of engineering and natural science students who have are attracted to the excellent facilities and depth of your faculty and course offerings, yet have very stringent requirements in their degree programs in the U.S. and very little flexibility in exploring culture or language. Cooperation of our faculty as well as study abroad staff is crucial to allow for joint planning and programming for these students.

Another area that is increasingly complex is the funding structure of study abroad, exchange programs and short-term programs. Very few U.S. universities want to see their tuition dollars, and financial aid

monies, shipped overseas in significant amounts and with the growth of numbers; we must be sensitive to those concerns. Funding sources like the Freeman, Gilman and Boren Scholarships can make a significant difference in the affordability of study abroad in Asia for both students and universities.

A final area I would mention is the integration of U.S. students into your universities and your own domestic study abroad programs. We are always trying to get our American students out of the U.S. bubble and are very appreciative of programs of housing, co-curricular activities, and short-term travel opportunities that integrate U.S. students with Asian counterparts. We know you work very hard on this already, and appreciate your efforts, but I am just emphasizing how high a priority this is for our faculty and staff.

Washington University example

I want to give you a quick snapshot of my own university to illustrate some of the general points I have made above. Washington University in St. Louis was founded in 1853 and is ranked in the top twenty of U.S. research universities. We have about 12,000 students, nearly half are graduate students.

Quick Facts about Study Abroad at Washington University:

- Approximately 500 A&S students study abroad during a calendar year
- About 320 students study abroad, mostly for 1 semester, during the academic year
- Another 180 or so study abroad during the summer
- This represents a 105% growth in numbers of students in the last ten years
- 35% of Arts & Sciences graduating seniors report having participated in a study abroad program for a semester, a summer or a year
- 90 programs are offered in 50 different countries
- Most popular destinations by country during the academic year (06-07): United Kingdom (98 students), Spain (30), Australia (24), France and Italy (22 each)
- Most popular destinations by country during the summer (06): France and Spain (21 each), England (20), China (19), Mexico (18)
- Summer programs are increasingly popular, many focusing on intensive language learning as well as area-specific content courses, and are offered in China, Ecuador, France, Germany, Italy, Kenya, Mexico, and Spain. Summer programs have grown by 34% in the last five years.

Strategic Planning at Washington University-Saint Louis

Over a ten year period (1997-2007), we had dedicated most of our energies to develop and strengthen the traditional model of study abroad in the junior year. This model of has had many advantages – it maintained high standards of academic excellence and oversight, emphasized cultural and academic immersion, allowed for advanced academic work by our students while abroad, and exposed our students to the different pedagogical and academic traditions abroad. We continue to be dedicated to this model (and the KCJS program is an excellent example of this model and our commitment to it).

While nearly 500 students currently benefit from our nearly 90 study abroad program options each year (compared to 300 students a decade ago –see attached tables), this model has not specifically promoted those attitudes and skills being discussed in the next strategic plan for Arts and Sciences within our university - namely leadership, civic engagement and global reach. We believe that we can continue to strengthen our existing programs abroad while strategically innovating to extend international opportunities to a broader student population, in support of the University mission statement's emphasis on preparing students "with the attitudes, skills and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society."

So we have begun several initiatives to diversify our offerings: 1) funding. We are working to generate gifts to the university for study abroad development and scholarships to help diversify our student participation and programming; 2) Faculty involvement. We are continuing to involve as wide a group of faculty as possible, because their support and belief in study abroad is so critical to our mission. We have developed a number of short-term summer programs, such as this program in a small village in India, that is small, research and service oriented, and builds on faculty research; 3) To promote civic engagement we have launched a new service learning in Chile that will place students in internships in community health organizations; 4) we continue to try to offer professional internships for our students. This one pictured is in the Arts. 5) The McDonnell International Scholars Academy, which was established in 2005, has the goal of producing leaders in the international academic world. It currently has 23 partner universities, including 16 universities in Asia and many represented here today. Fourteen global corporations sponsor the Academy and allow it to fund graduate students with scholarships to attend Washington University-Saint Louis as well as research and conferences, focusing on Energy and Environment. From that strong basis we are developing study abroad opportunities for our undergraduates at a number of the partner universities, hoping to establish close links at both the undergraduate as well as the graduate level. These kinds of multi-sector activities that span multiple schools within a university, multiple faculties and student groups, as well as have diverse activities (conferences, workshops, as well as degree programs) hold great promise for the future of Washington University-Saint Louis and others.

As you can see, we have come a long way but still have many more avenues to explore.

The Future

The future is bright for study abroad. Increasingly, Americans believe that it is important for their children to learn other languages, study abroad, attend a college where they can interact with

international students, and generally be prepared for the global age. Study abroad, in its many and varied forms, has a great deal to contribute to this goal. New areas that deserve further exploration, I believe are thinking more clearly about career skills and how study abroad, beyond the generalizations, specifically enhances their development. In the meantime, the contribution by Asian universities to the education of American undergraduates is deeply appreciated and I look forward to many years of fruitful collaboration.

Current Trends in Study Abroad:

The U.S. Perspective

Priscilla Stone

Director, Overseas Programs

Washington University in St. Louis, USA



The Senator Paul Simon Study Abroad Foundation Act

Program Goals:

To create a more globally informed American citizenry



International Knowledge

“America’s leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community.”

President George W. Bush



Study Abroad Definition

“An educational program of study, work, research, or internship that is conducted outside the U.S. and that carries academic credit toward fulfilling the student’s degree requirements.”



Simon Act Goals

- 1) Making study abroad a cornerstone of today's higher education.
- 2) Increasing participation in quality study abroad programs.
- 3) Encouraging diversity in student participation in study abroad.
- 4) Diversifying locations of study abroad, particularly in developing countries.

1) Making study abroad a cornerstone of today's higher education

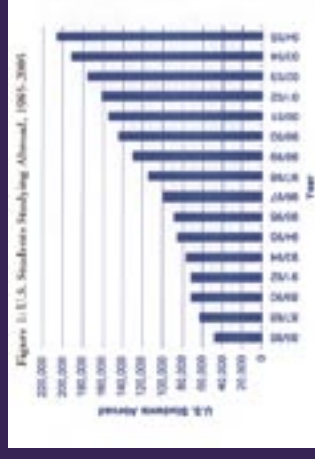


U.S. universities placing a high priority on internationalizing undergraduate education

2) Increasing participation in quality study abroad programs

- In any year, only 1% of all students enrolled in U.S. institutions of higher education study abroad.
- Less than 10% of the students who graduate from U.S. universities with a BA degree have studied abroad.

Growth in Study Abroad

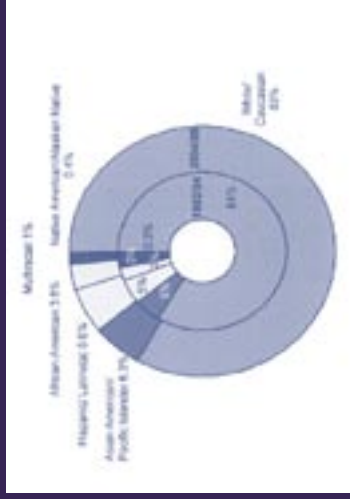


3) Encouraging diversity in student participation in study abroad



WU student on KCJS Program

Race and Ethnicity, 1993/4 and 2004/5



4) Diversifying locations of study abroad, particularly in developing countries



- In 2004-5, 60% of U.S. students abroad studied in Europe
- 45% studied in 4 countries (UK, Italy, Spain and France)

Top Ten Destinations, 1985/6, 1994/5, 2004/5

Rank	1985/6	1994/5	2004/5
1	United Kingdom	United Kingdom	United Kingdom
2	France	France	Italy
3	Spain	Spain	Spain
4	Italy	Italy	France
5	Germany, Fed. Rep. of	Mexico	Australia
6	Mexico	Germany	Mexico
7	Israel	Australia	Germany
8	Australia	Israel	China
9	Japan	Costa Rica	Ireland
10	China	Japan	Costa Rica

Goals Set by Simon Act

- > 1 million students per year
- > Demographics reflect undergraduate population
- > Non-traditional locations



WU student in Kenya

Fields of Study of U.S. Students Abroad, 2004/5



Duration of Study Abroad, 1993-2005



Thematic Programs Abroad

Gender Roles in Fiji



Implications for OPIR Universities



Student Photo Contest
Erhai Lake, Dali, China

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Washington University Destinations

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- Summer programs are increasingly popular and are offered in China, Ecuador, France, Germany, Italy, Kenya, Mexico, and Spain. Summer programs have grown by 34% in the last five years.

Washington U.'s Mission Statement

Places emphasis on preparing students “with the attitudes, skills and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society.”

Faculty-led Summer Programs



In rice field, Andhra Pradesh, with Wash U students

Washington University in St. Louis

International Internships



Bunraku training

Washington University in St. Louis

McDonnell International Scholars



Trip to Washington, DC

Washington University in St. Louis

The Future is Bright!



WU students in Australia

Washington University in St. Louis