

Internationalization of higher education: two tales from Australian universities

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Outline

- Presenter
- Aims of presentation and discussion
- Gen1: Royal Melbourne Institute of Technology
- Gen2: Monash University
- (if time) New university development
- Discussion

(sorry no time for interesting graphics...)

Presenter

- Currently in Kazakhstan to advise ADB on market for University of Central Asia
- Was Vice-President International for RMIT
- Was Director and CEO of Monash International Pty Ltd, Monash College Pty Ltd
- Started / advised startups of universities in Viet Nam, India, Botswana, Malaysia, Australia; campuses in other countries
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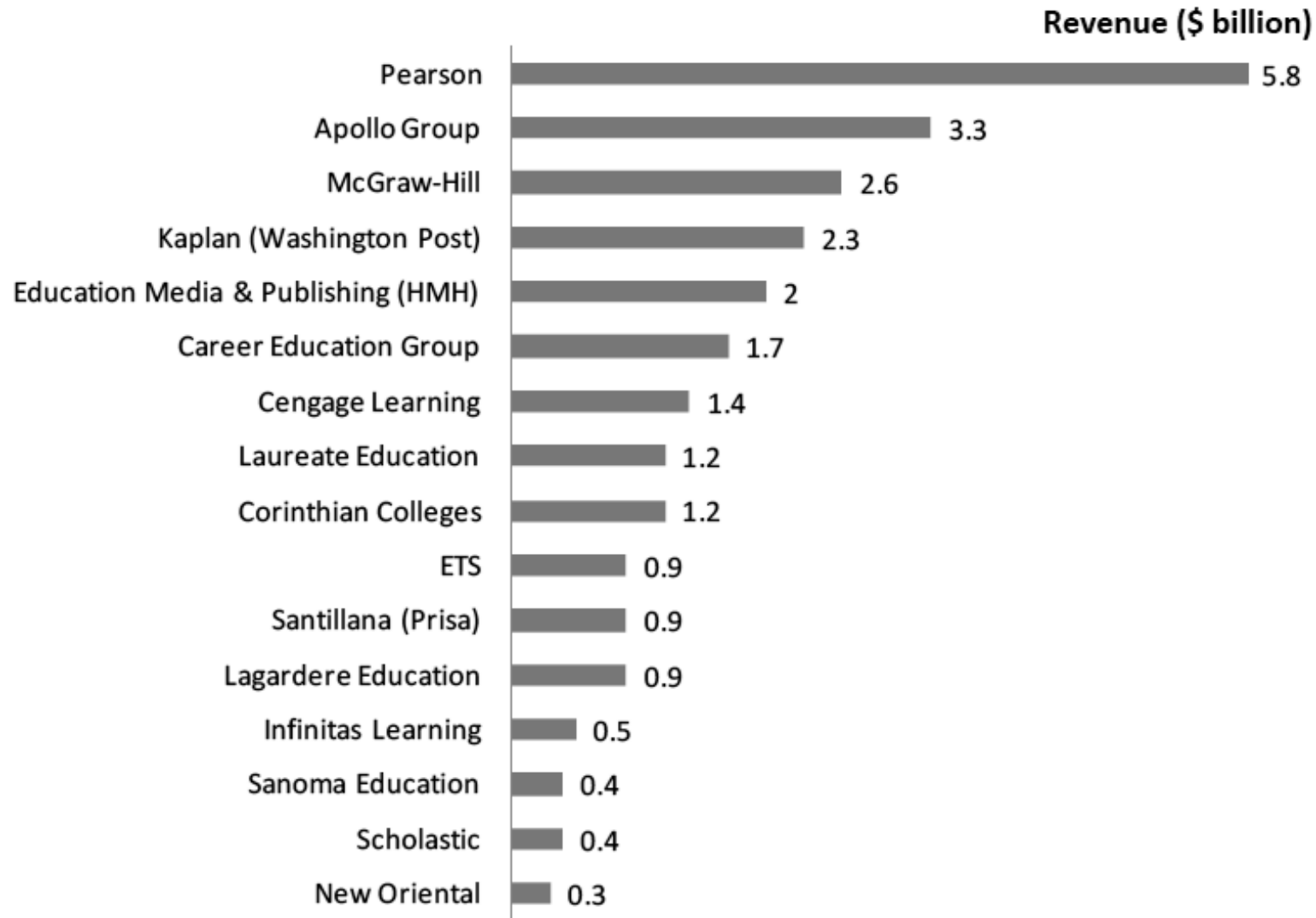
Aims

- To discuss institutional experience with two ambitious internationalization strategies
- If participants wish and time permits, reflect on new university rapid development experience
- To join colleagues at Nazarbayev University in discussing implications for its strategy

Internationalization

- The term internationalization refers to the process of integrating an international dimension into the teaching, research and service functions of higher education institutions
- This can take many forms
 - Within universities (which may be across borders)
 - Transborder education e.g. see international education categories for GATS round of WTO negotiations
- Purposes of internationalization can be altruistic or for-profit

Education as a major global industry

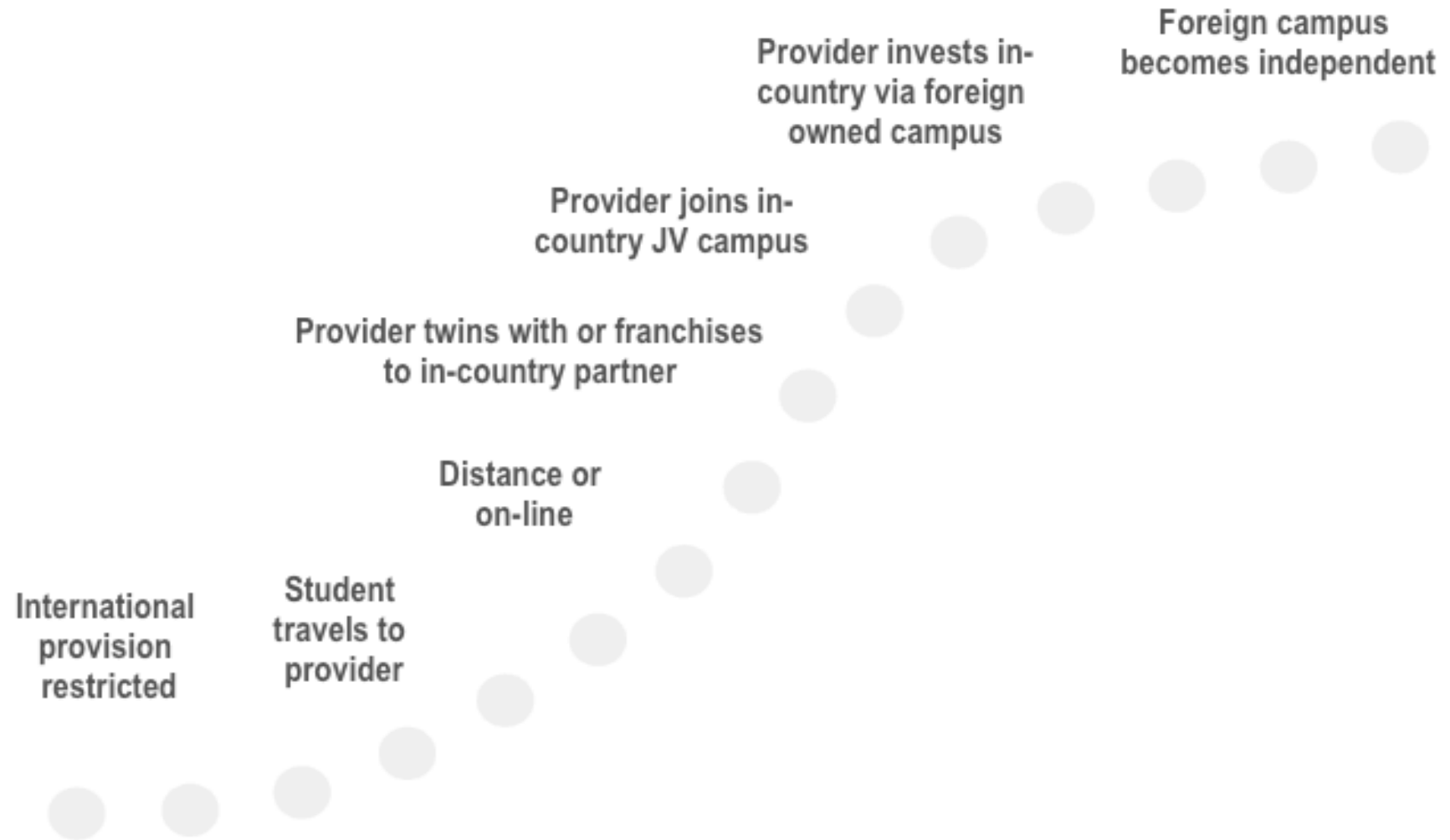


Cross-border trade in education services

(Jane Knight)

Mode of Supply According to GATS	Explanation	Examples in Higher Education	Size /Potential of market
1. Cross Border Supply	-the provision of a service where the service crosses the border (does not require the physical movement of the consumer)	-distance education - e-learning -virtual universities	-currently a relatively small market -seen to have great potential through the use of new ICTs and especially the Internet
2. Consumption Abroad	-provision of the service involving the movement of the consumer to the country of the supplier	-students who go to another country to study	-currently represents the largest share of the global market for education services
3. Commercial Presence	-the service provider establishes or has presence of commercial facilities in another country in order to render service	-local branch or satellite campuses -twinning partnerships - franchising arrangements with local institutions	-growing interest and strong potential for future growth -most controversial as it appears to set international rules on foreign investment
4. Presence of Natural Persons	- persons travelling to another country on a temporary basis to provide service	-professors, teachers, researchers working abroad	-potentially a strong market given the emphasis on mobility of professionals

Cross-border investment in education services



Oz history of internationalisation 1

- 1960s-70s limited but well-regarded Colombo Plan (like a reverse Bolashak)
- 1980s-90s: domestic massification + financial squeeze
- Big increase in inbound fee-paying international students (full-fee domestic not allowed)
- Growing 'upstream' provision offshore
- Capitalisation into JV and fully-owned offshore campuses
- Market maturing led to more equal peer relations

Oz history of internationalisation 2

- Strains of growth, university systems still domestic
- Risky cyclical reliance on international income
- ‘Mainstreaming’ sometimes a mistaken cover for cost-cutting
- Incidents of racism, weak local-international student linkages
- For most international students, still a very positive experience, but...

Learning lessons

- Stronger community engagement eg 34% population of City of Melbourne are students
- Communities reach to international students e.g. RICE program rural Victoria
- Voluntary caps on intakes to organisational and service capacity
- ‘Internationalization of curriculum’ the core issue
- Australia deeply multicultural but not globally engaged?
- Major national rethinking: #3 export industry or more genuine engagement?



Royal Melbourne Institute of Technology

- Founded 1887, broad technological university
- Dual sector – has very large TVET sector integrated with higher education down to departmental level
- In top 200 world (THES), top 10 entrepreneurial world (GSEA), #4 world for globalisation (THES)
- Now 70,000 students, of which 23,000 international, of which 11,000 offshore; ranked 4th most internationalised university world (THES)
- Founded RMIT Viet Nam 2001 now 6,000 students
- Subsidiary companies and brand names e.g. REW (RMIT English Worldwide), INFORMIT (electronic publishing)

'Gen1' elements of internationalisation

e.g. RMIT 1990s-2000s

- Inbound international students, many agents
- Offshore twinning
- Program franchising
- Institutional exchange and cooperation
- Staff exchange and international training
- International internships
- Articulation agreements
- Dual and joint awards
- R&D
- Exchange student mobility
- Study abroad
- Community service and volunteering
- Institutional benchmarking and other management cooperation
- Country strategies, posts

Inbound student and scholar mobility

- Inbound full-degree international students
- Includes twinning and franchise program completers
- R&D travellers including joint and dual PhD training
- Student exchanges
- Study abroad
- Study travel
- Inbound internships
- Inbound scholars and faculty
- Inbound internal cross-campus students
- Volunteers community service inbound

Outbound student and scholar mobility

- Exchange students
- Study abroad
- Study travel
- Volunteers abroad / community service
- Internal cross-campus
- International internships
- R&D travellers

Internationalisation of the curriculum

- Cross-cultural training; anti-racism actions
- Languages
- International mobility
- International study majors
- International elements in every course
- International elements in general ed
- ‘Global imagination’
- Peer-pairing and mentoring local-international students
- Deep content redesign including international customisation
- Multimodal delivery onshore, offshore, online (incl moderated online)
- University values and norms



Monash University

- Large comprehensive research university, founded 1958
- Ranked around top 50, “Group of 8”
- 39,000 undergraduate and 16,000 graduate students
- 22,000 international students
- 8 campuses (incl Kuala Lumpur and Johannesburg, centre Prato Italy)
- Strong and consistent globalisation strategy
- Area study centres
- Also uses subsidiary companies e.g. Monash College is pathway provider, itself with centres offshore
- Moving from big campuses to deep joint R&D developments e.g. campus with IIT Mumbai

'Gen2' elements of internationalisation: e.g. Monash 2000s-2010s

- Re-engagement of offshore campuses in local issues e.g. Limpopo RSA
- Intensive research and management partnerships, not big undergrad offshore campuses e.g. with IIT Mumbai, Sichuan U, Arizona State U
- Recognition of south-south mobility and investment, anti-colonial
- Joint doctoral programs, focus on international recruitment of doctoral candidates
- Matured internationalisation of curriculum: 'global passport' for every student
- Free-flow among own campuses and partners, Bologna compliance and UMAP action
- Improved management of international student pathways
- Move to international internships
- Willingness to licence and franchise curricula

Monash's 'global passport'

1. Intra-institutional **student mobility** (within Monash campuses/ centres) and inter-institutional mobility (with our key institutional partners).
2. Mobility opportunities for our **higher degree research** students to spend considerable time overseas at our campuses, centres or partner institutions.
3. **Staff exchanges and fellowships** to broaden and deepen educational content and links.
4. Pursuit of short-term stints with government, businesses and multilateral organisations through **internship and volunteer** programs to help improve student employability.

Monash Global Partnership Framework

A ‘comprehensive university-wide international engagement with selected institutions on a bilateral, multilateral and thematic basis’

- 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.

Experience of new universities

Own experience

- RMIT Viet Nam
- Botswana International University of Science and Technology
- Gujarat PPP university
- Adorna Institute of Technology Malaysia
- Currently assisting ADB with University of Central Asia
- Others

Possible comparators Nazarbayev University?

- KAUST Saudi Arabia
- HKUST Hong Kong

Reflections on new university experience

- Hold long-term vision and strategy but expect major steering corrections
- Demonstrated financial, economic and social viability – best to have triple bottom line
- Good to have sponsor with deep pockets; cannot ‘bootstrap’ starts
- ‘Academic architecture’ and systems vital but not well understood outside HEIs by impatient governments and private sector
- Localization of faculty mix does not contradict internationalization
- Disillusionment in some countries with foreign provider clusters; but creating genuine new local entities can be a challenge too
- Sovereign traps in unreformed local standards, unclear qualifications frameworks and international credit comparability, registration, accreditation and institutional quality assurance, lack of autonomy

Рахмет!
Спасибо!