Interculturalization, Student Empowerment and Internationalization at Home

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Constitutio Habita
Adopted by the University of Bologna around 1158, guaranteed travelling scholars unhindered passage in the interests of education
University of Sydney

- 70,000 students, 40 per cent international
- 20,000+ students from China

Benefits of internationalization

- Economic boost to Australia
- Lifts the capabilities and understanding of staff and students
- Lifts the capabilities and understanding of international students
- Assists the relationship between Australia and the home countries of our students
- Leads to increased international understanding
What does internationalisation really mean

• International education an agent for ‘Global Understanding’

• Shift in how the higher education sector understands what internationalisation really means

• Innovative internationalised curricula and pedagogies

• Developing cultural competency

• Creation of inclusive and diverse learning cultures, which enhance indigenous participation, and address inequity
The challenges of Internationalisation

**STUDENTS**
- Learning in a different language and culture
- Making connections across cultural boundaries in a new environment
- Experiencing discrimination
- Managing life’s stresses away from family and friends
- Finding work
- Dealing with tensions surrounding the expression of different political ideologies and viewpoints

**STAFF**
- Building cultural capability into their teaching
- Developing their own understanding as leaders and teachers

**INSTITUTIONS**
- Ensuring that internationalisation is sustainable and meaningful
- Ensuring that the entire university community embraces the challenges and opportunities of internationalisation
- Ensuring that our cultural practices are open to the inevitable changes that internationalisation will bring
The University of Sydney Strategic Plan 2016-2020

A curriculum framework

Towards interactive and collaborative pedagogies

If you change nothing, nothing will change.
The Sydney undergraduate experience

**Academic rigour**
- Depth of expertise in primary field
- Learning from world-leading experts in the field
- Increasing challenge

**Global perspectives**
- Cultural competence
- 50% mobility target
- Language and culture learning options

**Cross-disciplinary learning**
- Expertise in a second field (combined degrees, shared pool)
- Open Learning Environment
- Interdisciplinary experience

**Real-world projects**
- Authentic and challenging industry, community, research and/or entrepreneurship projects
- Placements and internships options
Student Life Grants

The grants fund co- and extra-curricular initiatives that provide students with the opportunity to develop meaningful social connections with peers from diverse backgrounds. Examples include:

- Peer-assisted Language Support Sessions (PALS) using Readable English in Business
- SLAM Festival of Chinese Culture
- SLC Language and Culture Social Connections
- Engineering Speed Network Events
- Building a network to support digital health HDR students
- SULS Student Wellbeing Experience and Support Programs
- Sydney Data Stories: Student Ambassadors Program
- Health and wellbeing activities for SCM students
- Future ideas, Arts and Social Sciences
- Small group co-curricular study sessions at the MCA, Architecture
- Chemistry Careers in the Real World
- Clinical Skills Student Olympics
- Enhancing agricultural field practical skills and industry networking in Adelaide
Campus internationalisation initiatives

- Student Experience Innovation Grants
- Modular Professional Learning Framework
- Working in China orientation workshops
- Water Safe
- Speak and Connect
5 Key Facts about NTU

Top HE Institution
69 QS
15 Subjects in TOP 50

Comprehensive University
11 Colleges
56 Departments
134 Graduate Institutes

International Institution
640+ Partners
60+ Countries

Diverse Student Body
31,000+ Total Students
5000+ Int’l Students

Taiwan’s Largest University
NTU Land Size
= 1% of Taiwan
Conventional Roles of Universities

Education
- Nurturing top talents

Research
- Producing cutting-edge knowledge and technology

Service
- Transferring knowledge to social impacts
Future Leaders

Knowledge
Academia, Know-how,

Leadership Skills
Design Thinking, Problem-solving, Communication

Intercultural Competencies
Awareness, Attitude, Skills, Language Proficiency
Supports and Resources

Raise Interests
Understand the importance and required skills of future leaders

Equip Knowledge and Skills
Develop students' competences

Empower Actions
Create real world projects
Raise Interests – Master Lecture
Raise Interests - Cultural Activities

- Break & Fuse Festival
- Traditional Dancing
- Chinese New Year Party Performance
- Break & Fuse Festival Food Tasting

- Registration
- Orientation
- Campus Tour
- Welcome Mixer
Develop Knowledge and Skills

NTU Student Ambassadors

NTU Student Advisor
# Develop Knowledge and Skills

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**85 Classes, 2,359 Enrollments / Semester**

**145 Classes, 5,023 Enrollments / Semester**
Develop Knowledge and Skills

Vietnamese Language Corner

NTU X Minerva

在臺大與世界對話

對話 × 學習 × 共創 +1
10個專題 / 30個國家 / 100個學生

NTU X Minerva

From Local to Global
From NTU to FUTURE
Empower Action
Global Initiatives Symposium (GIS) in Taiwan
Calls over Ridges

April 2015 Nepal 7.8 earthquake
July 2015 Fundraised from 350 students from 44 universities in Taiwan
2018 Gorkha's dropout rate 42% ➔ 2%
Continue education after graduation
2% ➔ 90%
A local farmer in Gorkha asked his neighbor,

“In Gorkha, the Koreans plant coffee, the Chinese plant tea. What does these Taiwanese youths come to plant?”

“Education,”

said Tzu-Chun Lin, Senior, Dept. of Economics, National Taiwan University; Co-Founder, Calls over Ridges

Ishwor & Tzu-Chun Lin (Senior, Dept. of Economics, National Taiwan University
Co-Founder, Calls over Ridges)
Challenges

- Limited Resources
- Multiple Platforms
- Conflicting Purpose
- Scattered Opportunity
Looking Forward

- Scale-up
- Mingle
- Systematic Module
- Outreach Strategies
Cornell University

- Internationalization at Cornell
- Internationalization in numbers
- Global at home: Highlights, accomplishments and best practices
- Challenges and opportunities
Internationalization at Cornell

• First class in 1868 included students from Brazil, Canada, England, and Russia
• “Any person - Any study”
• White Paper by President Skorton, 2012
• Vice Provost for International Affair: “A Call to Action” (2013/14 – 2017/18)
• Vice Provost for International Affair: Strategic Plan (2018 – 2022)
CU Internationalization in numbers

• One fifth of Cornell’s academic community (undergraduates, graduate students, faculty) is international.
• 1,347 visiting international scholars and postdocs from 91 countries
• 5,322 international students from 117 countries (representing 22.5% of total students)
• Almost 49% of our undergraduates will travel abroad before they graduate
• 1,030 undergraduates completed for-credit experiences abroad in 56 countries
• We have 300 MOAs with foreign institutions.
Trends: International students at CU (2009-2018)
Largest geographic representation of international students (2018)

117 foreign countries are represented at CU - 3,864 students (73%) are from five countries:

- China ........................2,388 (45% of IS)
- India .................................637 (12%)
- Canada ..........................382 (7%)
- South Korea ................344 (7%)
- Taiwan ..............................113 (2%)
Global at home: Highlights, accomplishments and best practices

• Reorganization and new institutional structure of Global Cornell
• Fostering global learning on campus including curricular programs
• Foreign language initiatives
• Support for international students
Reorganization and new institutional structure of Global Cornell
Off-campus opportunity fund (OCOF)

- Available to UG students
- Consolidates the application and grant-awarding process of several central units:
  - Office of Academic Diversity Initiatives,
  - Engaged Cornell, and
  - Office of the Vice Provost for International Affairs.
- Primarily for short-term programs when financial aid is less available.
Fostering global learning

• Major curricular initiatives
• Internationalizing the curriculum grant program
• Investments in programs of the Center for International Studies
• Annual international fair
Foreign language initiatives

• Foreign Language Across the Curriculum (FLAC)
• Jumpstart courses
• Conversation hours
International students

- Advocacy by university leadership
- Collaboration between student groups and administration
- Information for international students and scholars
- Celebration of international students with VPIA
Challenges

• Changes in administrative leadership
• Securing long-term funding in support of initiatives
• Strategy for interculturalization
• Creating physical space for Global Cornell and international students
• Communicating across and integrating major campus-wide initiatives: diversity, global, and engaged
• Data and resources to assess and evaluate achievements
Questions

• Why is internationalization at home important and what role should it play?
• How can universities develop a monitoring and evaluation system for a globally-engaged campus?
• What are other successful and sustainable strategies and approaches to promote internationalization at home?
• What strategies are universities adopting to address cultural competence?