



THE UNIVERSITY OF  
MELBOURNE

# Internationalising the University: Implications for strategy and practice

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- Introduction
- Why internationalisation matters
- Ingredients of an internationalisation strategy
- Implications for practice: A UoM case study
- How will we know if we've got there?





“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.” (Knight)



## Hygiene factors:

- It reflects what we have become
- Maintaining market share
- Student survey feedback
- AUQA
- Rankings
- The war for talent
- Preparing students for life after Uni

## Strategy:

- Scale - expand teaching capacity
- Graduate attributes
- Building research strength – publications, infrastructure, PhDs
- Alumni
- Corporate partnerships





For students:

Internationalising the experience for all students

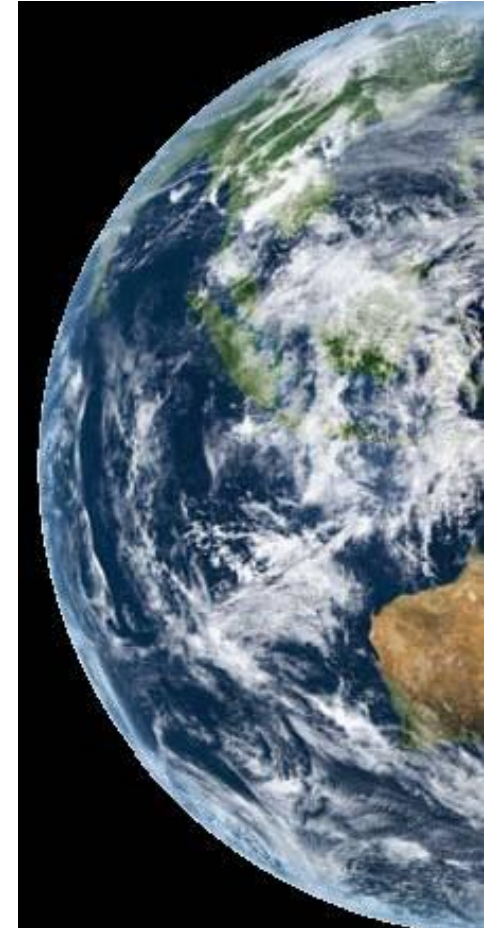
Improving integration of international students with:

- Other students
- The wider community

This means addressing:

- Curriculum, pedagogy and support for learning
- What happens on campus
- What happens in the wider community

Key message - this is everyone's business, and all dimensions count



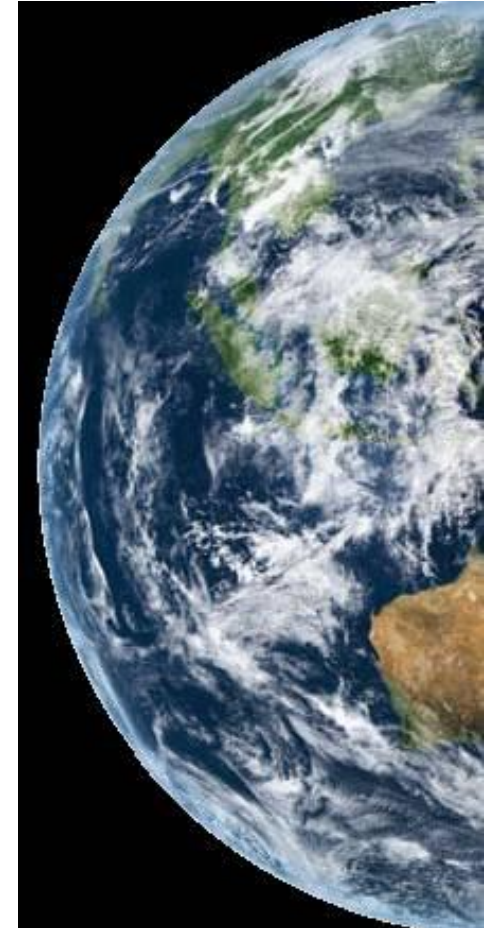
## Characteristics:

- Largest onshore cohort in Australia
- Dominated by 3 source countries
- Survey results
- Largest global mobility program
- Highly regarded ISS
- Strong internationalisation network, inc MUOSS

## Graduate attributes:

- Active global citizens
- Attuned to cultural diversity
- Effective communicators

Self-evaluation framework developed using the 3 tier framework





## Office of the Provost:

- Line management of Deans
- Academic planning and strategy (inc implementation of the MM)
- Learning and teaching (inc quality)
- Student Services (Student Admin and Wellbeing)
- Library and learning management system
- Research training
- Sport
- Learning spaces

## DVC (Global Engagement):

- Internationalisation
- Knowledge Transfer
- Student enrichment
- Student equity
- Scholarships





**Internationalisation dimensions of the Student Experience  
(Internationalisation @ home)**

Aims: offer all of its students a university experience which is enriched by the values, cultures and perspectives of staff and students from a wide range of

within courses      within the University      beyond the University

**Internationalising curricula**

**The host culture of the University**

**Pastoral care**

**content**

**Learning, teaching processes**

**building connections between students from**

**support services for international students**

**safe environment**

entire subjects

international expertise

Transition

Club & associations

Counselling

Housing

for study and learning

for living

Regional studies

Foreign language study

Involvement of the international community experts across the curriculum

Joint course offerings with international partners

International scholars & teachers

Professional development for staff on internationalising curricula

Active involvement between local and international students within the learning environment

Orientation

Peer support groups & programs

Faculty-based/ University-wide mentoring / socialisation

Events jointly organised by local and international student groups

International and intercultural events

Employment office

on campus safety

off campus safety

- Infused with international, cultural, global or comparative dimensions

broad themes

International themes

**Building communication skills**

Integration of international materials, intercultural case studies, & reference materials

International exchange programs

experiencing other cultures

Student mobility / study abroad

Internships, placements

Representatives on decision-making bodies

Developing communication skills for all students to support:  
- academic work  
- social interactions  
- employment needs

Integrate English language skills development in disciplinary learning & teaching for all - to address discipline and course specific needs

Creating 'international graduates'  
- attuned to cultural diversity  
- effective communicators  
- active global citizens



## Course content

- Subject content (regions, languages)
- Broad themes
- International scholars
- Joint offerings

## Curriculum

- Promoting engagement between local and international students
- Integration of relevant materials
- Staff development

## Building communication skills

- English language skills in a disciplinary context
- Communication skills for particular needs – social, employment, academic





## Building connections between students:

- Transition and orientation
- Campus Clubs and Societies
- Peer support and mentoring

## Experiencing other cultures:

- Global mobility
- Exchanges and internships
- Integration of relevant materials
- Staff development

## Building communication skills

- English language skills in a disciplinary context
- Communication skills for particular needs – social, employment, academic

## The student voice

- Student organised events
- Student reps on decision making bodies
- International and intercultural events



## Support services:

- Counselling
- Housing
- Child care
- Careers

## Safety:

- On campus
- Off campus – housing, transport and liaison with local bodies (Police, Planning, Transport)



## Inputs:

- Amount of internationalised content
- Number of international experiences taken up
- Number of co-badged/co-taught programs
- Number of students engaging with services or programs (eg, languages)

## Outcomes:

- Student success measures – GPA, progression, retention (esp by mode of entry and language level)
- Student satisfaction measures, especially on integration – CEQ, ISB
- Career outcomes and destinations
- Future recruitment





- Taking internationalisation seriously is important, for hygienic and strategic reasons
- Developing an effective strategy means looking at all aspects of a University's activity, including its external partnerships
- It becomes everyone's business, not the domain of one operational area – everyone should be asking how they are addressing the internationalisation of the student experience in general, and the specific needs of international students





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