INTERNATIONALISATION OF TEACHING AND LEARNING AT THE UNIVERSITY OF QUEENSLAND

a report on current perceptions and practices

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Wendy Green
and Patricie Mertova

FOREWORD

Australia is a diverse and vibrant country, itself comprised of many nations and nationalities. The history of indigenous Australia stretches back well over 40 000 years. Figure 1 captures the diversity of our indigenous heritage, displaying the well over 500 indigenous cultural and language groups, each a nation in itself, which existed on the continent prior to Australia's colonial history.

The University of Queensland takes seriously Australia's commitments outlined in the United Nations Declaration on the Rights of Indigenous Peoples, especially as stated in Article 13. 'Indigenous peoples have the right to revitalise, use, develop and transmit to future generations their histories, languages oral traditions, philosophies, writing systems and literature...' (United Nations, 2007). We celebrate and value our indigenous heritage and knowledge, enabling us to go forward with confidence into a modern Australia that has seen, in more recent times, peoples of more than 200 nationalities immigrate to our shores in search of new opportunities.

Modern Australia is in a unique position of having a rich tapestry of nationalities, and the amalgam of our indigenous heritage with that of new Australians ensures a vast array of methods of creating, developing and disseminating knowledge can be brought to bear to solve intractable problems. It goes to the heart of what creativity is all about, involving the application of many different approaches to help see patterns where others may see only chaos. Knowledge, new and old, will contribute to the wisdom and the will that is required to take a leading role in shaping a world confronted by global challenges such as climate change, global financial crisis, the scarcity of natural resources (such as energy and water) and infectious disease (H1N1 influenza virus). The Vice-Chancellor's recent initiative to establish a Global Change Institute (Figure 2) is a vibrant and vital example of how we view our responsibilities and that the future requires us to have a heightened global perspective in terms of learning, discovery and engagement.

Figure 1
Indigenous language and tribal groupings pre-1788 (AIATSIS, 2009)

Thomas Friedman's metaphor, 'The World is Flat,' has truly become a reality. For Friedman, the flattening world is characterised by: Globalisation 1.0 – Countries Think Globally; Globalisation 2.0 – Companies Think Globally; and Globalisation 3.0 – Individuals Think Globally. The emergence of smart software, portable communication devices and fibre optics that bring connectivity at the speed of thought will continue to change the paradigm in which the University operates (Friedman, 2005). The ability to digitise work and transmit this globally means the future employability and roles of our graduates will fundamentally change. India and China are producing large numbers of highly educated, internationally aware and linguistically competent young people who are already in the global market for talent and whose knowledge and skills are available for a fraction of what Australians would like to charge. The potential transformative role of Web 2.5 is yet to be realised, but fundamentally, it could undermine the tyranny of distance that has plagued us for so long, allowing the University to internationalise in a smart way from home in an inclusive and environmentally sustainable fashion.

The University of Queensland must pose the question of what will make this truly a great University, in the local, national and global contexts. Critical to this mission is the quality of our students and the quality of our academic, research and professional staff. As indicated above, the competition is fierce and our ability to compete can only be sustained if our staff and students can match the performance and exceed the creative and innovative capacity of those in other nations. This will require an inherent ability to quickly adapt to yet unforeseen discoveries and to capitalise on new opportunities, wherever they may arise. Our greatest offensive weapon according to Peter Drucker will be our ability to acquire and to apply theoretical knowledge (Drucker in Pink, 2008). It is inevitable that Australia's mineral resources will one day be depleted, and we now need to position the University to lead the nation in a transformation into a truly knowledge-led

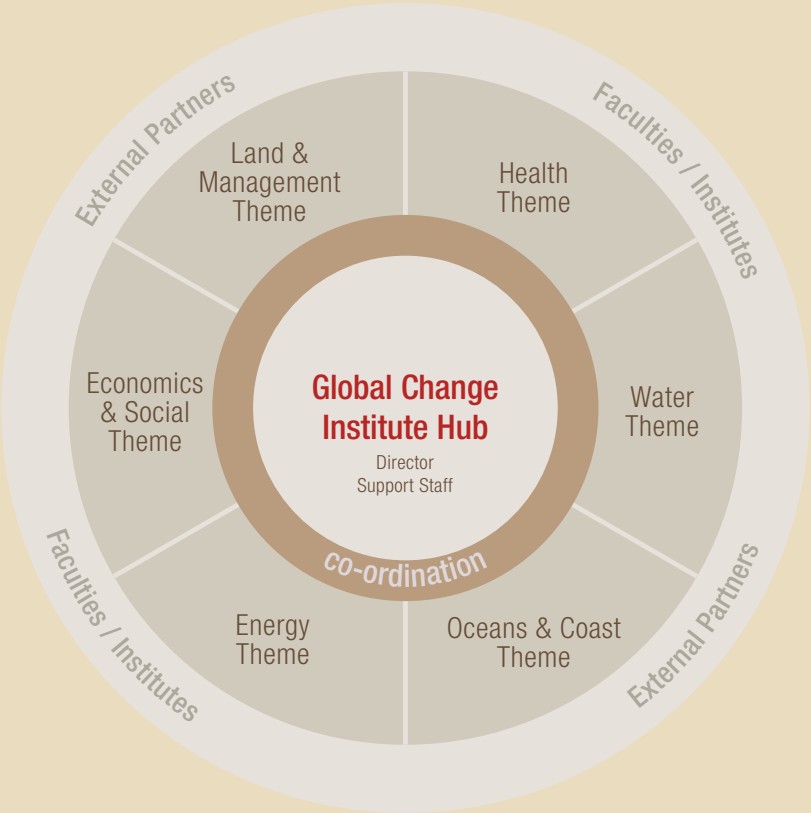
global economy. The University's investment of over $2 billion in new teaching and research infrastructure already highlights the significant progress made in this area.

Currently, institutions in the United States and the United Kingdom attract the majority of internationally mobile students, and elite institutions from these countries are usually the most highly ranked in international league tables. However, it is important that we do not accept that this paradigm will continue into the future. A recent high-level UK/USA report entitled 'Higher Education and Collaboration in a Global Context: Building a Global Civil Society' asserts that, in order for these countries to continue their pre-eminence in the realm of higher education, this must be done in a collaborative context (UK/US Study Group, 2009). This highlights the critical importance of the internationalisation of the University as we need to forge alliances that provide us with a vital competitive edge. Acting alone we will not deliver the future. Initially, we need to see our peers as coming from the membership of the Committee on Institutional Cooperation (better known as the 'Big Ten') in the United States, the C9 Universities in China, the Indian Institutes of Technology, the Russell Group in the United Kingdom and other members of Universitas 21.

The rate of technological change and the unrelenting march of globalisation require us to develop clear policies to attract the best and brightest students to the University and that such an approach should not be geographically constrained. In line with the recommendations of Derek Bok, former President of Harvard University, we believe the University should seek to foster generally accepted values and behaviours in our students, such as honesty and racial tolerance, and within this mandate, Bok states that seven aims seem especially important: the ability to communicate; critical thinking; moral reasoning; living with diversity; living in a global society; a breadth of interest; preparing global citizens (Bok, 2008). These are values that need to define our graduates and nearly all of them highlight that this is no longer a homogenous society, if it ever was. Indeed, the University operates within an increasingly complex and diverse society, and we need to impart in our students the ability not only to survive but to thrive in such a world. This type of thinking is at the heart of what is meant by 'internationalisation of the curriculum.'

Because of globalisation, our students can no longer expect their employment to be local, and therefore those that have acquired during their university studies a capacity for global awareness and cross cultural sensitivity will invariably be more attractive to employers. During their degrees, students should first acquire a level of global awareness, followed by global competence and finally global expertise in their chosen fields (Edwards et al, 2003). Part of our responsibility

Figure 2
Conceptual map of the Global Change Institute at UQ



in this area is in identifying institutions with whom to foster student mobility, in which students can acquire linguistic competencies, leadership and cross-cultural skills needed to successfully operate in a highly connected, multicultural world. In saying this, we also recognise that not all students will avail themselves of an international experience and therefore it is important that the UQ curriculum, in the broadest sense of the term, is internationalised. It is no longer acceptable to use only Western scenarios, contexts or literature when teaching a class that may include students from 120 countries.

To be a great University, we also need to attract the best and brightest academic, research and professional staff from a global pool, as this is the essence of ensuring new ideas are continuously welcomed to and disseminated throughout the University. After all, the highest contribution we can make to our chosen disciplines is new knowledge, and to excel here, we need to continually challenge existing dogma and to invent new ways of solving what appear to be intractable problems. Developing research alliances is key to solving global issues, as they will require both multidisciplinary and multilateral expertise that rarely exist within one jurisdiction or country. A fundamental goal of such a policy is to enhance our ability to truly develop new knowledge and to make sure during such interactions with partner institutions we can move through the pipeline from discovery, to innovation and ultimately to development.

The 'flat earth' scenario of Friedman's has momentum and the Rudd Government's new National Broadband Network presents an immense opportunity, as it will be a disruptive technology, which will change the way we operate in the classroom, laboratory and in our engagement with the outside world (Friedman, 2005; Department of Broadband, Communications and the Digital Economy, 2009). In many ways, we are information communication technology shy but when confronted with a new technology where speed and capacity, like storage, are removed as speed bumps on the road to progress the opportunities become limitless. We are within reach of linking in a seamless way with North America, China, Europe and India, to name but a few, and we need to be prepared for such change. New ways of inter-university cooperation in all facets of their operations are within reach.

At the present time there are many outstanding examples within the University where certain schools and research groups have excelled at imbuing in their students the necessity to become an educated global citizen. However, while there is a broad realization of the importance of developing globally engaged citizens, the depth of penetration of such an educational philosophy is shallow. At the present time the Vice-Chancellor has set a target for 25% of our students to have an international experience (that is, student mobility) during their undergraduate degree by 2015. Based on current performance this is an ambitious target, but nonetheless, it is achievable. We have performed at a high level in attracting international students to study at the University of Queensland (~23% of our student body) and if we attain the target for student mobility, it will provide approximately half of our students with an international immersion. Regretfully, it will leave the other 50% without such an important education experience; they will suffer from an educational deficit that will limit their employability. This highlights the importance of the curriculum in providing such an international experience. The recent developments of: (1) awarding two bonus points to students who have done a language at high school for entry into the University, (2) consolidating language teaching across universities in Brisbane at the University of Queensland, (3) the impending establishment of a Confucius Institute, an Aula Cervantes, and Russky Mir Foundation, (4) the introduction of undergraduate diplomas in languages other than English and global issues (jointly with Universitas 21), are all very positive steps in changing the educational paradigm. They are all critical institutional steps in shaping a globally competent 21st century student. The time has now come to truly turn the rhetoric about internationalizing the University in our mission statement into reality! A recent high-level UK/US report states that 'Now, more than ever, collaboration across borders among leading universities is absolutely necessary' (UK/US Study Group (2009). A challenge for us is to make sense of the 532 agreements we currently have with 328 institutions in 49 countries. Are they all quality alliances that are strategically placing UQ at the forefront of global higher education? Are we up to the challenge to renew and reposition UQ's international modus operandi and aspirations?

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ACRONYMS AND ABBREVIATIONS

ADA	Associate Dean (Academic)
ADR	Associate Dean (Research)
DVC	Deputy Vice-Chancellor
ED	Executive Dean
Go8	Group of Eight
IaH	Internationalisation at Home
ICT	Information and Communication Technologies
IoC	Internationalisation of the Curriculum
ICTE-UQ	Institute of Continuing and TESOL Education
SoTL	Scholarship of Teaching and Learning
TEDI	Teaching and Educational Development Institute
UQ	The University of Queensland
VC	Vice-Chancellor

DEFINITION OF KEY TERMS

Globalisation

For the purpose of this report, globalisation refers to the processes of 'widening and deepening' engagement and convergence across the globe politically, economically and culturally, thanks to the rapid advances in ICT (Held et al, 1998, p. 2). Globalisation entails global flows of people and goods, ideas and ideology, images and messages, and capital and technology across borders and communities. It 'can be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by current events occurring many miles away and vice versa' (Giddens, cited in McLaren, 1995, p. 11).

Internationalisation

Internationalisation refers to international relationships across borders, either between nations or between institutions within different national systems. As such, it has a long history in higher education as a relatively safe method of broadening one's horizons through intellectual sampling and comparison (Teichler, 2004, p. 11). In contrast to globalisation, internationalisation is predicated on the sovereignty of the nation state. Within the higher education literature, it now tends to be seen as an older and more limited concept than globalisation.

Internationalisation of the Curriculum (IoC)

IoC refers to the process of developing a curriculum which is internationally oriented, aimed at preparing students for performing (professionally and socially) in an international and multicultural context, and designed for domestic students as well as foreign students (IDP, 1995). There are three commonly accepted outcomes of an internationalised curriculum; the first two: an awareness of global perspectives and the capacity for cross-cultural communication, underpin the third – the practice of responsible global citizenship.

Internationalisation at Home (IaH)

IaH is seen to be one of three essential components of IoC; the others are foreign languages and outbound mobility of staff and students. Bringt Nilsson coined the term for 'any internationally related activity with the exception of outbound student mobility' because he recognised the untapped opportunities for intercultural education on his own multi-cultural campus (Nilsson, 2003, p. 31). Typically, IaH involves local and international content, face-to-face intercultural activities at the local level, and international connections online. Fostering a lively cosmopolitan campus, where students and staff from all cultural and linguistic backgrounds communicate openly and respectfully is also seen as crucial to IaH (Jones and Brown, 2007, p. 2).

Outbound mobility

This term encompasses all international learning, teaching and research activities undertaken by staff and students in the course of their work or study at UQ. In the case of students, the term mobility is used interchangeably with offshore learning experiences in this report. Historically, outbound student mobility at UQ has encompassed the following activities: semester- and year-long student exchanges, short-term international experiences (such as conferences, field work, internships) and research travel. Unless otherwise stated, the terms mobility or offshore learning experiences encompass all of these categories.

Virtual mobility

Drawing on current literature, this report took 'real' and 'virtual' mobility to distinguish between different modes of learning across borders; 'real mobility' is when students travel abroad for study or work placements, while 'virtual mobility' is experienced through engagement online (e.g. see Caruana, 2004).

Curriculum

There are many definitions of 'curriculum,' most of which consider far more than the 'content' presented to students. Within the IoC literature, curriculum is taken to include the following elements of the whole learning environment: the envisioned curriculum (which refers to the global aim or statement of purpose); the developed curriculum (can include a statement of objectives, and a catalogue of subject matter; that is, those aspects which most closely align with the ECPs at UQ); the assessed curriculum; the enacted, or taught curriculum; and learned curriculum.

Most importantly, in relation to IoC, there is the 'hidden' or 'latent' curriculum, defined as 'the one that no teacher explicitly teaches but that all students learn. It is that powerful part of the school culture that communicates to students the school's attitudes towards a range of issues' (Banks, 2001, p. 23), including the dominance of one cultural perspective (Dunne, 2009).

EXECUTIVE SUMMARY

Our mission at The University of Queensland is to enable our students and staff to positively influence the society in which they live by creating a Learning and Discovery environment in which they can develop and fulfil their aspirations, that rewards excellence, openness and innovation and encourages widespread Engagement with our state, national and international communities.

The University of Queensland Strategic Plan: 2009-2013

The University's current mission statement clearly establishes our intellectual and civic responsibilities to contribute positively to our increasingly interconnected and complex world.

The Global Plan: 2010-2014, will support this mission by addressing seven broad areas: international student recruitment, international linkages, international capacity building, international and inclusive campuses, foreign languages, internationalisation of teaching and learning, and outbound mobility. Although all seven areas must be considered vital components of any comprehensive internationalisation plan, this report focuses on just two: internationalisation of teaching and learning and outbound mobility.

The recommendations in this report are based on findings from research conducted from May to August 2009. This study included interviews with senior academics and some professional staff in faculties, schools, institutes and centres at UQ, as well as analysis of existing institutional data, documents and reports. A survey of Australian university websites and a review of the current literature have also been conducted to provide a wider perspective on the findings at UQ. This research aimed at depth not breadth. Therefore the findings presented here should be considered in the light of the broader research currently being undertaken by Ms Helen Darch, of Niche Consulting.

Importantly, the process of gathering the qualitative data for this report revealed a number of critically important questions regarding the future direction of internationalisation at UQ. These questions are listed in the conclusion of this report. In developing the Global Plan: 2010-2014, these questions will need to be discussed in a manner that engages the whole university community as well as our key stakeholders. Some of the recommendations in this report may need to be reviewed in the light of such discussions.

FINDINGS REGARDING INTERNATIONALISATION OF THE CURRICULUM

Analysis of websites of Australian universities

IoC features prominently in published documents of some Group of Eight (Go8) universities (most notably The University of Melbourne, The University of Sydney and The University of Adelaide).

Interviews with senior academics and some professional staff

Theme 1: Understanding of and support for IoC

- A pervasive sense of confusion and uncertainty about the correct definition of IoC.
- Strong interest in and support for IoC, with cynicism expressed by a very small minority.
- Variation between the understandings and practices at different levels of leadership.
- Associate Deans (Academic) (ADAs) as a group emerged as leaders of IoC, but there was some variation in the way individual ADAs viewed their role and level of responsibility for its carriage in the faculties.
- The Executive Deans also generally expressed understanding of IoC and its importance.
- At the school level there was a marked variation; responses ranged from enthusiastic implementation of IoC to lack of interest, and cynicism.

Theme 2: Commonly perceived challenges

- 'Concretising' IoC in ways that account for disciplinary differences, and ensuring IoC learning outcomes for all students.
- Addressing common misconceptions; for example, regarding the place of local/Australian studies, particularly Indigenous cultures, within an internationalised curriculum.
- Using cultural diversity of staff more productively in order to enrich teaching.
- Internationalising domestic/local academic staff.
- Addressing wider student welfare issues and creating a more cosmopolitan campus.

FINDINGS REGARDING MOBILITY

Quantifying mobility

- Systematic gaps in recording of student and staff mobility.
- Far more UQ students are mobile than has previously been acknowledged[1].

Interviews with senior academics and some professional staff

Theme 1: Understanding of and support for outbound mobility

- Greater variation regarding mobility than IoC.
- Associate Deans (Academic) as a group emerged as strong supporters of mobility, but there were significant variations in understanding and commitment between the individual ADAs.
- The Executive Deans also generally expressed understanding of the importance of mobility.
- Strong support from some individuals (champions) within faculties and schools[2].
- Neutral or negative responses regarding mobility were more marked than those regarding IoC. Common observations included:
  - Study abroad, particularly in other English speaking countries, is of limited value.
  - Offshore learning experiences are not integrated into the curriculum but are 'compartmentalised' by the University and by students.
  - The benefits were outweighed by the costs, and/or IoC promoted elitism.
  - Increasing mobility is of no benefit to students who remain at home.

Theme 2: Support for staff mobility

Many interviewees commented that the international experience of staff was crucial to the development of IoC and the promotion of student mobility. 'International experience' was understood to encompass the outbound travel of staff; the contributions from visiting academics to teaching, learning and research; and a more productive approach to staff diversity at the University, in order to enrich the curriculum. In spite of the widely recognised benefits of internationalising academic and professional staff, some schools fail to support, or in some cases actively discourage, academics from taking up international opportunities, for example through special study leave (sabbatical). In addition, the majority of schools and faculties have admitted they did not have systematic ways of recording where their staff travelled.

The challenges, as perceived by staff interviewed in faculties and schools, fall into the following categories, each of which is discussed in detail in the body of the report:

- Barriers relating to student perceptions.
- Barriers relating to program structures and credit transfer.
- Barriers relating to disincentives/lack of incentives for faculties and schools.
- Barriers relating to the perceptions of academic staff.

In spite of pervasive uncertainty about the definition of IoC, and the perceived barriers to mobility, there are a number of examples of exceptional practice in both areas (outlined in Appendices V and X).

Suggestions for addressing the challenges noted by staff in relation to IoC and outbound mobility have been incorporated into the Recommendations that follow.

RECOMMENDATIONS

Recommendations regarding IoC

Leadership

R1 That the University establishes and supports clearer lines of communication and responsibility for internationalisation of the curriculum at home and outbound mobility of staff and students between the senior management, the faculties and schools.

Definition and guidelines

R2 That the University provides a definition of 'internationalisation of the curriculum' and outbound mobility. In regards to IoC, the definition will need to allow for disciplinary differences, while ensuring that all graduates are prepared to live and work in a rapidly globalising world. The following definition is proposed:

> *As a significant focus of learning and teaching at The University of Queensland, internationalisation of the curriculum will produce graduates who have the knowledge, skills, attitudes and habits of the mind to live and work in a global community, as 'global citizens.'*

R3 That the University's Graduate Attribute Statement and the UQ Advantage be revised in order to reflect the increasing importance of IoC within a rapidly globalising world.

R4 That the University establishes a framework for internationalising the curriculum, in order to facilitate curriculum development, review, evaluation and benchmarking. A suggested framework, 'Pathways to learning for global citizenship' is provided in Section 10 of this Report.

Development, review and evaluation

R5 That the University requires periodic reviews of IoC and outbound mobility to be incorporated into existing school, assessment and curriculum review processes, and that student evaluation processes be adapted to gain student feedback on programs and courses outlined in the proposed 'Pathways to learning for global citizenship.'

R6 That the innovation required to develop discipline-specific, programmatic approaches to IoC is supported, recognised and rewarded through UQ teaching and learning grants.

Strategic partnerships

R7 That the University identifies and develops a limited number of strategic partnerships with overseas universities for the purpose of developing high quality, reciprocal learning, teaching and research experiences for staff and students. Because UQ is a comprehensive university covering a wide range of disciplines, identification of possible partners would need to be conducted in consultation with all schools.

Supporting the internationalisation of academic and professional staff

R8 That the University promotes and extends existing avenues for offshore teaching and research experiences for UQ academics, such as special study leave, and harnesses the cultural diversity and international connections of academics more effectively to enrich teaching and learning at UQ within and across disciplines.

Reommendations regarding mobility

Rationale for mobility

R9 That the Global Plan clearly establishes a rationale for promoting mobility based on a sound theoretical framework and empirical evidence.

Data collection

R10 That the University develops an effective, university-wide system which would enable easy and accurate recording of student and staff mobility.

Evaluation

R11 That the University requires the expected outcomes of all offshore learning programs to be established, evaluates student mobility programs against these anticipated outcomes and regularly disseminates this information.

Extending opportunities for cross-cultural learning within Australia

R12 That the University extends the definition of outbound mobility to include cross-cultural learning experiences within Australia, especially within Indigenous communities, and that the University resources this development.

Integrating mobility into teaching and learning

R13 That the University articulates a more integrated approach to mobility. Where possible, offshore learning should be integrated into a student's whole program of study at UQ.

Funding, resources, program structure and course approval

R14 That the University addresses financial disincentives at the school level. In principle, all schools should be equally advantaged by and supported in sending students abroad.

Cross-cultural training for mobile students and staff

R15 That the University provide and promote cross-cultural training for students and staff, in credit-bearing courses and not-for-credit workshops, prior to departure, and opportunities for reflection and sharing of cross-cultural learning on return.

INTRODUCTION

Universities have arguably always been international enterprises, but globalisation is now ushering in a new era of higher education. Thanks predominantly to exponential advancements in information and communications technologies (ICT), today's universities must operate in the 'flattening world' vividly described by Thomas Friedman. In a world where the old hierarchy between the producers and receivers of knowledge has all but disappeared, the university is no longer the centre or sole producer of knowledge. Indeed, universities could be said to be 'dissolving' (Barnett, 2000), as they have no real centre or boundaries. Their buildings may be located in a city but they must operate globally in order to co-produce knowledge with a range of stakeholders in the wider community, government and corporate spheres. In short, the sector as a whole has been subject to and transformed by the 'widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary life' that is globalisation (Held et al, 1998, p. 2).

At the same time, higher education has become a key agent of transformation. Through teaching and research, many universities are playing a pivotal role in the production and democratisation of sustainable knowledge societies in an increasingly interconnected world. As Scott pointed out at the turn of the last century, 'not all universities are particularly international but all are subject to the same processes of globalisation – partly as objects, victims even, of these processes, but partly as subjects, or key agents of globalisation' (Scott, 1998, p. 122).

For many universities, becoming a subject rather than an object of globalisation will require a significant re-orientation of their approach to internationalisation – from a transactional model, predicated on inflows of students and funding to a transformative one which fosters reciprocal relationships which change the nature of all stakeholders involved. As a leading research-intensive university, the University of Queensland must engage in such 'transformational' thinking. According to a recent OECD Directorate of Education Report, research-intensive universities are most implicated in the processes of cultural and economic globalisation; if they 'downplay global connectivity [they] will pay the price in diminished effectiveness' (Marginson and van der Wende, 2007, p. 5).

The 2008 Bradley Review of Australian Higher Education highlights the re-orientation of Australian universities' approaches to internationalisation. The Review concluded that, despite previous successes in internationalising Australian higher education, there is a need to 'broaden the focus of its international education activities if it is to remain globally competitive' (p. 87). There are two aspects in relation to broadening internationalisation suggested in the Review which are especially crucial to the University of Queensland, namely:

- Diversifying the 'international student body and a greater proportion of higher degree research students'; and
- Enhancing support for 'students (both domestic and international) to improve their experience on campus and ensure their work readiness in the global environment' (DEEWR, 2008, p. 87).

The Review has highlighted the significant aspects in global engagement of Australian higher education. These included, for example:

- Contribution of international education 'in meeting Australia's medium- to long-term skills needs';
- Contribution to 'preparing Australian students for the global workforce';
- 'Growing demand from employers for tertiary qualifications with a strong international component – both from the perspective of the curriculum content and through exposure to different cultures to develop intercultural and language skills and competencies' (DEEWR, 2008, pp. 89, 104).

The University of Queensland's current mission statement foregrounds our intellectual and civic responsibilities in a rapidly interconnected world: 'Our mission at The University of Queensland is to enable our students and staff to positively influence the society in which they live by creating a Learning and Discovery environment in which they can develop and fulfil their aspirations, that rewards excellence, openness and innovation and encourages widespread Engagement with our state, national and international communities.' This means all of our activities must be guided by the following interrelated objectives: 'increase our international engagement, to improve social inclusion, to ensure the environmental sustainability of our campuses and to attract, support and retain high achieving students and staff' (Strategic Plan: 2009-2013).

In developing an Internationalisation Plan that will support the achievement of these objectives, it is imperative that we take stock of our current strengths and identify areas which require further attention.

The DVC (International) (Acting) has identified seven strategic areas for Internationalisation moving forward (Figure 3): international student recruitment, international linkages, international capacity building, international and inclusive campuses, foreign languages, internationalisation of teaching and learning, and outbound mobility.

While all seven areas must be considered vital components of any comprehensive internationalisation plan, this report provides an in-depth look at just two: internationalisation of teaching and learning and outbound mobility. The remaining five components will be given more attention in the research currently being undertaken by Helen Darch, of Niche Consulting. For the purpose of this report, therefore, these five components will be mentioned briefly below.

In terms of international student recruitment, 8700 international students from over 120 countries are enrolled at UQ this year, with more than 4000 here for the first time. The University has established partnerships with sponsoring bodies, such as MOET (Vietnam) and CONICYT in Chile, which provide opportunities for international capacity building. Yet the fact that we also have more than 500 active agreements with more than 300 partner institutions worldwide has prompted many to question whether a more strategic approach is required.

The remaining four areas have also been identified for more serious attention. The recent Australian Universities Quality Audit (AUQA) found there is 'not yet a well developed understanding among staff about the University's desired directions for internationalisation, and urges the University to address this, affirming an intention to address internationalisation of student learning as a priority' (AUQA, 2009, p. 2). Implementing this intention will need to be considered in the light of another AUQA finding: 'While there are many examples of good practice in teaching and curriculum, the University must give greater attention to ensuring that all staff have sufficient experience and adequate preparation to teach well' (AUQA, 2009, p. 1). Clearly, this is an area where the responsibilities for internationalisation and teaching and learning coincide.

An internal report on the School/Centre Reviews from 2003-2008 conducted by Ms Melinda Duncan also highlighted the lack of a shared understanding of the University's intentions regarding the internationalisation of teaching and learning at UQ. Specifically, the review found that 'the

comments in the Reviews on internationalisation are varied possibly due to a differing understanding of internationalisation; or difficulty by the school to collate some of the relevant information. In some cases it seems as if "undergraduate and postgraduate program development" is understood to be product development to attract more international students.' The report on School and Centre Reviews concluded that the terms of reference could be redefined to include a more detailed definition of internationalisation of learning.

Building proficiency in foreign languages must be part of a broader plan to internationalise the curriculum, and UQ is well positioned to play a leading role here in the future. With regional concentration of language teaching now at UQ, the introduction of the Diploma in Languages (concurrent diploma) and the incentives for foreign language study while at school provide a foundation for making significant gains in this area. From 2010, this will be complemented by another two new programs: the Diploma in Global Issues (concurrent diploma) and the Bachelor of International Studies. (For details about these programs see Appendix I.) The relative importance of building on this strength at UQ will need to be considered in the development of the Global Plan: 2010-2014. One important question relates to accessibility. Is it enough to provide additional programs which a minority of students take up? What are the relative advantages of 'mainstreaming' versus discrete foreign language and 'international' programs?

In relation to the third area identified for attention – student mobility – there is much to do. In order to reach our target of 25% of UQ students taking part in offshore learning experiences, we need to address a number of barriers currently in place.

Finally, there are the relationships between domestic and international students. On a positive note, the AUQA auditors found that 'international students report high levels of satisfaction with the University's teaching, staff expertise, assessment and library compared with other Australian and international universities that participate in the International Student Barometer.' Yet it must be acknowledged that the results of the International Student Barometer (2009) conducted at UQ also indicated that there is relatively low satisfaction with some aspects of the quality of life on campus, most significantly in the areas of international students' relationships with domestic students, and the catering services. This finding also emerged from another recent in-depth report on student experience at UQ conducted by current and past UQ academics, Dr Ip, Dr Chui and Dr Johnson (2009), which found that many international students expressed frustration at being unable to befriend local Australian students, and that their satisfaction with many aspects of campus life was lower than that of domestic students[3].

It is important to note that this has been a common finding in research across Australian universities. A recent report (Universities Australia, 2009, p.41) concluded that contacts between domestic and international students should be improved. The fact that the Bradley Review (2008) commented on the same problem across Australian universities suggests there would be value in taking a collaborative approach to the problem, in addition to addressing it at a local level.

Of the four areas relating directly to student experience, which are in need of further attention, this report focuses on internationalisation of the curriculum and outbound mobility. Considering UQ's excellent performance in teaching and learning and strong policy framework for supporting the SoTL in the disciplines through the introduction of teaching focussed positions, the University is well placed to address these areas. The Teaching and Learning Enhancement Plan (2008-2010) (TLEP) outlines a number of key strategies, which explicitly and implicitly will support the internationalisation of teaching and learning. Explicit reference is made in the following objective:

> Strategy 1.4: promote and support opportunities [for students] to gain international experiences and develop global and inclusive perspectives.

The targets for this objective include the following: encouraging students to enrol in courses offered by ATSISU, increasing student participation in offshore learning, streamlining application processes for study abroad programs, investigating participation in the U21 Global Issues program (to be offered in 2010), and facilitating high quality interactions between international and domestic students and staff.

This explicit reference to internationalisation must be viewed within the context of the whole TLEP; it is one of several interrelated components which make up the 'UQ Advantage.' Others include alignment between teaching/learning and research and engagement with industry. The University's strengths in these areas offer much scope to develop meaningful, relevant and authentic global learning experiences for our students.

The university's 'Graduate Attributes Statement' is another strategic document that provides a framework for IoC. Two of the five attributes listed directly refer to global and intercultural dimensions: Attribute 1 (In-depth knowledge of the field of study) includes an 'international perspective on the field of study,' and Attribute 5 (Ethical and social understanding) includes 'a knowledge of other cultures and times and an appreciation of cultural diversity.'

Both the 'UQ Advantage' and the 'Graduate Attributes Statement' therefore provide a solid foundation for the development of IoC, but they could be revised in order to create a sharper and more cohesive framework for internationalising learning in our now rapidly globalising world.

A key factor in the successful development and implementation of this aspect of the Global Plan: 2010 – 2014 will be the input of all stakeholders throughout UQ. This report aims to facilitate the engagement of all staff by presenting a snapshot of current practices at UQ in relation to curriculum/teaching and mobility, based on interviews with senior academics and some professional staff in faculties, schools, institutes and centres at UQ, as well as existing institutional data, documents and reports. In the case of mobility, this has been supplemented by a report prepared by UQ students (2007), and findings from focus groups held in late 2008 with ADAs, Heads of Schools/Program Coordinators, and students, pre- and post- exchange. A survey of Australian university websites and a review of the current literature have also been conducted to provide a wider perspective on the findings at UQ.

BACKGROUND

This section provides a brief overview of significant national, international and global factors which are likely to drive developments in mobility and the internationalisation of the curriculum during the next five years. These factors include: the concern regarding the employability and the attributes of our graduates; call for universities to teach and research sustainable development; the decrease in public funding for education and the concomitant reliance on fee-paying students, including international students; 'massification' and widening accessibility to higher education; rapid technological advances and the possibilities of e-learning; the increasing dominance of the English language; the importance of the student experience and demonstrated learning outcomes; auditing; and increased competition between universities balanced by the increasing need to cooperate within the sector.

Each of these agendas has been shaped, for better or worse, by the phenomenon of globalisation. Indeed, the consensus among commentators[4] is that globalisation has profound implications for the business of international education. Yet these two terms – internationalisation and globalisation – are often confused, and in some disciplines, hotly contested. For the purpose of this report, these two terms will be defined and conceptualised as follows.

'Internationalisation' refers to inter-national relationships across borders, either between nations or between institutions within different national systems. As such, it has a long history in higher education as a relatively safe method of broadening one's horizons through intellectual sampling and comparison (Teichler, 2004). It now tends to be seen as an older and more limited concept than globalisation, which in contrast, refers to the economic and cultural processes of engagement and convergence made possible primarily by rapid advances in information and communication technologies (ICT). Globalisation entails global flows of people and goods, ideas and ideology images and messages, capital and technology across borders and communities. So while internationalisation is predicated on the sovereignty of the nation state, globalisation 'can be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by current events occurring many miles away and vice versa' (Giddens, cited in McLaren, 1995, p. 11).

One reason globalisation has become a contentious term for some, particularly in relation to the curriculum, is that it connotes homogeneity. Within the higher education sector, it is vital to distinguish the former from the latter. Globalisation is not experienced uniformly across the globe within institutions, communities, nations, or regions. It is asymmetrical and 'nuanced according to locality, (local area, nation, world region), language(s) of use, and academic cultures' (Marginson and van der Wende, 2007, p. 5). Indeed, Ron Barnett, a prominent researcher of higher education in the era of globalisation, argues that the productive tension between the global and the local is a defining feature of the contemporary university. In his view, the university is 'a striking example of the phenomenon of glocalization (Scott, 1995), that heady and tense admixture of the global and the local in the same set of activities' (Barnett, 2000, p. 17).

In their comprehensive review of globalisation and higher education, Simon Marginson and Marijk van der Wende (2007) describe the conceptual shift from inter-nationalisation towards 'glocalization' this way: internationalisation 'takes place in the borderlands between nations and leaves the heart of those nations untouched. In contrast,

globalisation has a fecund potential to remake the daily practices of people working in higher education.' In this sense inter-nationalisation of higher education has operated within a transactional model, driven primarily by financial concerns, while globalisation suggests possibilities for transformation. Yet it would be inaccurate to see these terms as mutually exclusive. Rather, they operate, and need to operate, dialectically within the contemporary university (Marginson and van der Wende, 2007, pp. 11-12).

The need for periodic review and reflection in this complex and changing global environment is nowhere more evident than in the work of one of the most influential writers on internationalisation in the HE sector: Jane Knight. Initially, Knight defined internationalisation as 'the process whereby all aspects of the University's activities – teaching and learning, research and research training, and partnerships – are engaged with the broader international community' (Knight and de Wit, 1995).

This is the definition that UQ assumed for the Internationalisation Plan: 2005-2009, in line with most Australian and other universities in OECD countries.

However, Knight revised this definition significantly in 2004 to take into account the impact of globalisation on inter-national and local relationships. She now argues for a more complex understanding, encompassing:

> the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education... These terms are intentionally used as a triad, as together they reflect the breadth of internationalization. International is used in the sense of relationships between and among nations, cultures or countries. But we know that internationalization is also about relating to the diversity of cultures that exists with in countries, communities and institutions, and so intercultural is used to address the aspects of internationalization at home. Finally global, a very controversial and value-laden term is included to provide the sense of worldwide scope. These terms complement each other, and together give richness both in breadth and depth to the process of internationalization. (Knight, 2004, p. 11)

Knight's expanded definition of internationalisation, with its emphasis on the local, intercultural dimension, is particularly pertinent within the Australian context, where we must address the low participation of Indigenous Australians and Australians from low socio-economic backgrounds in higher education. The impact this widening participation should have on the curriculum and on outbound mobility at UQ needs to be addressed within the new internationalisation plan, as does a deepening appreciation of our rich cultural diversity within the institution and the local community. Knight's revision of internationalisation is particularly timely in the Australian context, because it dovetails with the current Labor Government's prioritisation of socially inclusive education. Attracting a more diverse student body to UQ has the potential to enrich the experiences of all, if it is managed productively.

In addition to the national agenda for social inclusion, there is a whole raft of factors that are driving and shaping higher education. These must be taken into account when addressing IoC and mobility in the Global Plan: 2010-2014. For example, there is graduate employability. Employer demands for graduates with portable qualifications, broader worldviews and cross-cultural competencies need to be addressed through a process of internationalising the curriculum and expanding programs of outbound mobility. The near universal implementation of Graduate Attributes in Australian universities demonstrates a commitment to producing graduates ready to work in global and multicultural environments.

Another external driver for change in the domain of internationalised education is the

sustainability agenda and its associated calls for global citizenship education. Concepts of corporate governance are broadening, with many companies now implementing corporate social responsibility strategies both internally, within the context of their own organisations, and externally, as 'a force of positive good in society' (Warhurst, 2004, p. 151-2). This paradigmatic shift in the corporate sphere calls for a corresponding shift within higher education: the higher education sector needs to address the sustainability agenda seriously to remain competitive and relevant. In this area too, UQ is leading by example with the Vice-Chancellor's recent announcement regarding the Global Change Institute.

In addition to these external drivers, a number of internal drivers are contributing to the changing nature of internationalised education. Firstly, there are the pedagogical challenges associated with widening access and the 'massification' of higher education; teaching increased numbers of culturally diverse international and domestic students demands the development of skills many academics do not feel they have (Debowski, 2003; Leask, 2004). Associated with this is the shift in emphasis from input (the curriculum) to the outcomes of student learning (Olson, Green and Hill, 2006) and the quality of the student experience. This last factor has arguably been lead by work in the US, with their National Survey of Student Engagement (NSSE), which has now been adapted to measure student experience in Australia (through the Australian Survey of Student Engagement – AUSSE), which in turn will impact on funding allocated to individual universities. Significantly, these instruments show that 'global experiences' make a highly positive impact on student satisfaction, in both countries (Kuh, 2009), in spite of the fact that uptake of study abroad programs in both countries has been 'appallingly low' to date (Lewin, 2009).

Without a doubt, the promotion, implementation and research of study abroad in industrialised countries has been spearheaded by the European Union, as part of the Bologna Process, although more recently there has been significant movement in the US and Asia. Many in predominantly English-speaking countries recognise the need to address this issue in order to remain competitive and relevant (e.g. Davis, 2006). As Luker (2006) points out, the employment prospects for the 'monolingual, monocultural' graduate are very poor. This fact has clearly been noted by the Obama administration in the US, where outbound mobility is set to gain considerable support through the Simon Study Abroad Act, passed by the House of Representatives in June 2009 (http://capwiz.com/nafsa/issues/bills/?bill=12785381&size=full). If the Bill is passed by the Senate, universally available study abroad will be a cornerstone of US higher education. Specifically, it will increase participation in high quality study abroad programs, ensure diversity in student participation in study abroad, diversify locations of study abroad, particularly in developing countries, and integrate offshore learning into students' programs of study 'at home.'

A profound re-orientation regarding student mobility is also occurring in some Asian countries, as a result of substantial programs of development in higher education in the region. Within south-east Asia, Malaysia and Singapore are emerging as leaders in the field. Increasingly, in these countries, outbound mobility is being promoted as a culturally and academically enriching experience, voluntarily undertaken. For instance, the National University of Singapore aims to send 50% of their students abroad for part of their degree, and they have already achieved 48% in the last academic year (2007-8).

Clearly, this re-orientation of student mobility from the periphery to the mainstream in the US and some Asian countries will have very significant implications for the Australian higher education sector. If Australian universities are to maintain their international role as providers of quality education, and graduate students with a greater appreciation of other languages, societies and cultures, and the skills to work effectively across borders, student mobility must be seen as central to a university education, rather than an activity of the elite few. Encouragingly, the establishment of a National Roundtable on Outbound Mobility in

2006 by the then Education Minister, Julie Bishop, and its continuation under the Rudd Government signals a serious commitment to increasing the uptake of study abroad programs by Australian students.

As a member of the Go8 group of Australian universities, UQ has actively been engaged with these efforts to address the issue at a national level. Within UQ, the Vice-Chancellor has made study abroad an institutional priority; it is now seen as a vital component of the UQ Advantage, one way of developing graduates as global citizens. Historically, the Student Exchange program has been the focus of efforts to increase mobility at UQ, and around Australia. Run through UQ Abroad, this program allows UQ students to study overseas for one or two semesters and earn credit towards their UQ degree. For this purpose, UQ has established partnerships with over 130 universities in 30 countries. While there is still much that can be done to promote and support this program, we also need to do far more in relation to other forms of offshore learning, as research and anecdotal evidence suggest many students prefer shorter stays offshore, and/or work-integrated learning opportunities. No matter what forms of offshore learning are promoted however, we must ensure that mobile students are provided with opportunities to integrate their offshore learning experience into their whole learning program.

In planning for the next five years, anticipated changes in outbound flows of students will need to be considered alongside predicted changes regarding flows of incoming students. Traditionally, universities in Anglophone countries have been 'net importers' of international students, particularly those who are termed 'vertically mobile'; i.e. those who move from developing countries to economically, educationally advanced countries and institutions seeking academic programs not available in and/or academically superior to their countries of origin (Rivza and Teichler, 2007). However, emerging research suggests that continuing growth of vertical mobility should not be taken for granted (Rivza and Teichler, 2007). A significant shift is occurring: the proportion of

The Massachusetts Institute of Technology (MIT), as an example of a US tertiary institution, has recently boosted its global education and research profile by forming an MIT Global Council (comprised of MIT's senior academics and administration) to oversee the development of the Institute's global strategies. The Council has subsequently developed a set of responses to globalisation which included the following:

- Enhance student capabilities to be leaders in the global community;
- Facilitate cross-cultural communication and learning;
- Expose students and faculty to generators of innovation and knowledge abroad;
- Boost traditional strengths through international cooperation and co-production of knowledge; and
- Facilitate cutting-edge research on persistent and emerging transnational challenges that diminish human welfare (MIT, p. 9).

To raise awareness in students about how their disciplinary studies intersect with global issues and opportunities, MIT has proposed:

- 'better utilization of international visitors;
- new globally-oriented gateway subjects;
- freshman seminars with global content' (p. 9); and
- expanded language offerings.

horizontally mobile students (those who move from one industrialised country to another for short, or exchange programs) is increasing sharply, particularly in Europe as a result of the Bologna Process, while the proportion of mobile students worldwide has remained stagnant (Rivza and Teichler, 2007).

With China emerging as a global centre of research activity, thanks to a major state-driven development of quality and quantity, the 'vertical' mobility of Chinese students and academic staff will need to be replaced by more reciprocal relationships (Liu, in Marginson and van der Wende, 2007). Programs designed to attract leading researchers and rapidly increase doctoral admissions are decreasing China's dependence on PhD training abroad (Liu, in Marginson and van der Wende, 2007). And, while the number of foreign students is currently low, it is likely that China's increasing capacity for research, together with the availability of English language programs, will make it an attractive destination for students in the future.

All of these factors indicate that the outlook for the next five years is significantly different than it was five years ago when the International Plan: 2005 – 2009 was launched. Ensuring that our graduates can perform (professionally and socially) in international and multicultural contexts will be more important than ever. This is the intended purpose of 'internationalising the curriculum.' A review of the current literature regarding this concept is provided in Section 4.

METHODOLOGY

The research project aimed to investigate the academic perceptions of internationalisation of the curriculum and outbound mobility at The University of Queensland. The qualitative methods used predominantly in this study have been supplemented by existing University quantitative data on student and staff mobility.

OUTLINE

Data for the purposes of this investigation was collected from a number of sources. These included the following:

Literature review

Academic literature on IoC and outbound mobility within higher education was reviewed, in order to situate the findings of this study in the theoretical underpinnings, current perspectives and practice in these areas, both nationally and internationally.

Australian university websites

All Australian university websites, but particularly those of the Go8 institutions, were reviewed in order to situate UQ within a national context.

Interviews with senior UQ academic staff

One of the researchers conducted face-to-face interviews (in a limited number of cases, also phone interviews, due to distance and time restrictions) with those in leadership positions within faculties, schools, institutes and some centres at UQ. Interviewees included Executive Deans, Directors of Institutes (or individuals substituting them), Associate Deans (Academic,) and Associate Deans (Research) in all the seven faculties, six institutes and some centres. At the school level, the Heads of Schools and Teaching and Learning Chairs were interviewed, with an exception of one school. The researcher has also conducted some additional interviews with administrative officers and academic staff involved in organising or coordinating internationalisation initiatives at the faculty or school levels.

Focus groups with senior UQ academic staff

The interview data was supplemented with existing data obtained from two focus groups conducted in 2008, one with Associate Deans (Academic), and one with Heads of Schools/Program Directors. These were conducted for the Student Mobility Working Party, and investigated perceptions of the UQ Abroad initiatives and more broadly student mobility.

This data was then analysed according to the following themes:

1 Internationalisation of the curriculum:

- Academic staff understandings of internationalisation of the curriculum;
- Academic staff perceptions of the challenges and issues related to IoC;
- Suggestions for addressing the challenges.

2 Outbound mobility:

- Academic staff perceptions of student and staff outbound mobility;
- Academic staff perceptions of the challenges and issues concerning student outbound mobility;
- Suggestions for addressing the challenges.

These were supplemented by information on examples of good practice, some of which were elicited at interviews, but mostly sought as additional information by email or by phone.

Student focus groups and other student data

A limited amount of available data obtained from students were also considered to provide some indication of students' perspectives on study abroad and perceptions of UQ as a quality, cosmopolitan, learning community. The following reports were analysed: a student research report based on student focus groups lead by Ms Zurvas, under academic leadership of Assoc Prof van de Fliert (2007); a report by Nedhurst Consulting (2008) commissioned by the UQ Student Mobility Working Party; and a Higher Education Equity Support Program (HEESP)-funded report by UQ academics, Dr Ip, Dr Chui and Dr Johnson (UQ, 2009).

UQ databases and other existing documentation

Existing UQ databases were utilised to evaluate available data on student and staff mobility. Other University of Queensland documentation, such as previous reports (mainly related to student mobility) were also reviewed.

During the face-to-face interviews at both faculty and school levels, the interviewer elicited contacts for individuals able to collect and collate data on student mobility only available at the school or faculty levels. One of the researchers arranged face-to-face meetings with some of these individuals and contacted some by phone and email to seek more detailed information on student and staff mobility.

LIMITATIONS OF THE METHODOLOGY

The researchers acknowledge that their chosen methodology has a number of limitations. Firstly, reviewing other Australian universities' websites only elicits a limited range of information, which will always be published, to a certain extent, for promotional purposes. In many cases, information on policy related to internationalisation of the curriculum and outbound mobility was not available to the general public. The other, and perhaps most important, limitation is that actual university practices and cultures can only be established 'on the ground' by talking to academics and others from that institution. Given the timeline for this report, it was not possible to take this approach. Therefore this study did not address the well-recognised gap between rhetoric and practice (Childres, 2009). However, because the development and publication of a concrete internationalisation plan within an institution 'provides direction, expresses institutional commitment' and engages key stakeholders in and through the process (Knight and de Wit, 1995), it can be considered a valid testament of an institution's commitment, and therefore analysis of such public policy documents must still be considered useful.

One aspect of this study which could be considered a limitation is the particular perspective it offers; i.e. the perspective of those in key leadership positions. The study did not involve other key stakeholders in higher education, such as the students and employers (although the lack of the student 'voice' in the present study was supplemented to some extent, by the findings of several previous studies involving UQ students). However, it must be stressed that the current study aimed at depth, not breadth. The justification for this in-depth approach is two-fold: firstly, findings at UQ and elsewhere indicate that internationalisation of teaching and learning and mobility are emerging areas of strategic importance, and secondly that the perceptions and practices of those in faculties and schools determine, to a large extent, the outcomes in these two areas.

Moreover, it is expected that this report will be supplemented by the broader perspectives emerging from the consultation process currently being undertaken by Helen Darch, of Niche Consulting. Ms Darch's broader review of internationalisation at UQ will seek input from all staff and students about all aspects of internationalisation in the development of the Global Plan: 2010-2014. It will include: two online surveys (of staff and students); individual interviews with key stakeholders within UQ; focus groups with Heads of Schools, and Associate Deans (Academic), Associate Deans (Research); and a planning workshop with key UQ stakeholders.

LITERATURE REVIEW

Although internationalisation of the curriculum is a relatively new concept, many universities, in Australia and overseas, have adopted policies which support it (See Section 8 – for an overview of Australian universities in this regard). A common observation, however, is that practice is ahead of research in this area; there is a dearth of guidelines for what IoC actually means, particularly in practice, how it can be conceived, implemented and assessed within specific disciplines (e.g. Liddicoat et al, 2003), and specific levels within Programs (e.g. Edwards et al, 2003). In short, it is a concept that has been 'poorly understood' (Shiel, 2008) and therefore poorly addressed to date. As this theme emerged strongly in the research at UQ reported here, it will be a sharp point of focus in this literature review.

The aim of this literature review is to highlight areas where consensus is developing in the research, as well as areas which call for further investigation, development and debate. Specifically, the review situates the development of IoC within the broader context of globalisation and internationalisation of higher education, traces its development throughout the last decade, examines current definitions and debates, highlights the importance of virtual mobility, and the challenges of internationalising academic staff and finally, assesses approaches to the implementation and evaluation of IoC across the institution and within the disciplines. Throughout the review, the implications for UQ are drawn out and discussed.

DEFINING INTERNATIONALISATION OF THE CURRICULUM

Put succinctly:

> internationalisation of the curriculum (IoC) refers to the process of developing a curriculum which is internationally oriented, aimed at preparing students for performing (professionally, socially) in an international and multicultural context, and designed for domestic students as well as foreign students. (IDP, 1995)

Clearly, from this description, it is misleading to focus on what goes into the curriculum, the 'content.' Rather, IoC calls for a focus on 'outputs,' or the learning outcomes of students:

> The three commonly accepted outcomes of an internationalised curriculum are an awareness of global perspectives, the capacity for cross-cultural communication, and the practice of responsible global citizenship.

Drawing out areas of agreement within the literature, the Centre for International Curriculum Inquiry and Networking (CICIN), in Oxford, UK articulates these outcomes in the following manner (Clifford, 2008):

1. Global perspectives: 'As well as disciplinary knowledge, IoC demands knowledge of other countries and cultures and competence in other languages.' This view underscores the importance of interdisciplinary education, because it 'requires knowledge to be known through historical, local and global perspectives.' It also assumes a particular approach to teaching role; rather than transmitting knowledge to students, teaching from this perspective involves co-producing knowledge with students and facilitating the development of their intellectual skills of inquiry.

2. Intercultural competence: Essentially 'intercultural competence involves a sensitivity to the perspectives of others, a willingness to try and put oneself in the shoes of others and see how things look from their perspective (citing Olson and Kroeger, 2001).' In addition, the ability to communicate with people from cultures other than one's own is generally thought to require an understanding of the nature of racism (e.g. Nilsson, 2003).

3. Responsible global citizenship: This means understanding the 'necessity' to 'engage with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination.' This final goal, being a global citizen, is understood to underpin the previous two.

Components of Internationalisation of the Curriculum

Achieving the goals of IoC involves two equally important areas of curricular activity: internationalisation at home (IaH) and outbound mobility (of staff and students). Both 'IaH' and 'outbound mobility' have their roots in Europe and the Bologna Process, but have since been taken up and adapted in Anglophone and Asian countries.

'Born' in Sweden in the late 1990s, the concept of 'internationalisation at home' was initially designed to address an identified 'failure' of the Erasmus program; in a context where mobility was seen to be central to an international education, and yet the majority of students would never access international learning experiences (Wächter, 2003). Recognising the untapped opportunities for intercultural education on his own multi-cultural campus, the vice-president for international affairs at Malmö University, Bringt Nilsson coined the term 'internationalisation at home' for 'any internationally related activity with the exception of outbound student mobility' (Nilsson, 2003, p. 31).

Typically IaH involves local and international content, face-to-face intercultural activities at the local level, and international connections online. Fostering a lively cosmopolitan campus, where students and staff from all cultural and linguistic backgrounds communicate openly and

At UQ, the Deputy Vice-Chancellor (International) (Acting) proposed that these three learning goals could be defined as follows (presentation at the Vice-Chancellor's Workshop for Heads of Schools, August 18, 2009):

- **Knowing:** Graduates will have a critical awareness of local and global issues on professional, political, environmental and social significance.
- **Doing:** Graduates will be able to communicate effectively with people from cultural backgrounds other than their own.
- **Being:** Graduates will be responsible global citizens; i.e. they will be willing and able to act globally and see opportunities in international or intercultural linkages.

respectively, is seen as crucial to IaH (Jones and Brown, 2007).

Although the concept was initially designed to address a distinctly European problem (Crowther et al, 2000; Wächter, 2003), a productive dialogue has since developed between Europe and the Anglophone countries, and particularly the US, where localised multicultural education, rather than mobility has traditionally dominated the agenda. In a 2003 survey of the field across Europe, the US and Australia, Bernd Wächter could discern an 'equilibrium' developing between curriculum development at home and outbound mobility. For the sake of future development, he argues that this equilibrium should be kept, 'so that neither of the two perspectives will start to dominate the other.' Furthermore, 'the parallel existence of these two elements should develop into one single and integrated one, where the whole is larger and more meaningful than the sum of its parts' (Wächter, 2003, p. 10).

Although not addressed by Wächter, there is a third element of IoC: the 'internationalisation of academic self' (Sanderson, 2008). This must be considered the lynchpin in IoC, necessary to both the promotion of outbound mobility and to internationalisation at home. The centrality of academic staff to the implementation of IoC will be addressed in more detail in sub-section 4.4 of this literature review. Figure 4, summarises the key points presented thus far in this report; that is, the internal and external drivers for change, the commonly accepted learning outcomes, and the three essential components, or ingredients of IoC.

While consensus has developed regarding the aims of IoC, a common observation, if not complaint, is that fuzziness has pervaded the implementation of the concept. Some of this fuzziness has been attributed to confusion about a number of contested, interrelated terms, namely, *internationalisation, globalisation, culture, and curriculum* (see Clifford and Joseph, 2005; Edwards et al, 2003; Lewin, 2009; Schapper and Mayson, 2004). In order to progress the IoC agenda at UQ, it will be important to arrive at a shared understanding of these terms.

The contention surrounding the term, 'globalisation' within the higher education sector has been previously discussed in this report (see 'Background'). However, several writers argue that the term has been particularly confusing in relation to teaching and learning, due to a tendency to confuse globalisation with uniformity. The concern is that this misconception will result in a 'one size fits all' curriculum, where 'Western' content and teaching styles are assumed to be 'universally relevant' and 'universally welcome' in any cultural setting (Patrick, in Caruana, 2004, p. 4). *Without a critical and evolving approach to IoC, we run the danger of developing a bland curriculum which fails to engage with the rich diversity of local cultures* (see Knight, 2004; Marginson, 2004; Nilsson, 2003).

An alternative approach is suggested by the rich tradition of 'cosmopolitanism,' which emphasises the generation of a common humanity, while celebrating difference (e.g. Donald, 2007; Lewin, 2009; Sheil, 2006). When applied to teaching and learning, this concept calls for reconsideration of two commonly used terms: 'culture' and 'curriculum.' Within an internationalised curriculum, knowledge is understood to be culturally constructed and disseminated. Hence, the concept of culture is central to IoC pedagogy. Although 'culture' is one of the most difficult words to define in the English language (Williams, 1983), it is imperative that we develop a shared understanding of the term because it has implications for the way the 'intercultural dimension' of IoC is to be conceptualised, implemented and assessed (Dunne, 2009). In relation to teaching and learning, there is now a strong body of literature which conceptualises culture as 'dynamic, fluid, political and responsive to context,' rather than 'fixed and static' (Clifford, 2008). Our students are shaped by different cultural traditions, which embody different attitudes to learning and teaching, but other variables such as age, class, gender and geography mean that individual students will defy easy categorisation (Ballard and Clanchy, 1991).

In addition, the university itself presents a dynamic culture, with 'a multiplicity of subcultures, each

imbued with their own discourses, literacies and practices' (Lawrence, 2003, p. 5). Within this framework, every student's transition to university is seen as a 'cross-cultural experience' that demands the development of cultural competencies, rather than a deficit requiring 'fix-it remediation' from 'support staff' (Lawrence, 2003, p.7). Indeed, *this shift from remediation, where culturally and linguistically diverse students are supported to access the existing curriculum (Lawrence, 2003) to productive diversity has been one of the most significant shifts in teaching and learning during the last decade.*

From this perspective, *the international student is seen to be 'at the heart of the university, as a source of cultural capital and intentional diversity,* enriching the learning experiences both for home students, and for each other, expanding staff horizons, building a more powerful learning community and thus deepening the HE experience as a whole' (Jones and Brown, 2007, p. 2). If international and local students are not to be treated as separate, homogenous groups, inclusive approaches to teaching and learning must be developed. At the same time, it must be remembered that international and domestic students of non-dominant cultural groups often require targeted support to address additional language and cultural barriers, in order to bring them into the culture of the university (McTaggart, 2003). Hence, the work of support services, such as the Institute for Continuing and TESOL Education (ICTE) and student services at UQ must continue to make essential contributions to IoC.

Finally, the thorny term – 'curriculum' – needs to be reconsidered. The literature suggests that a shared understanding of 'curriculum' must be developed if IoC is to be effectively implemented at UQ. At the forefront of current curriculum scholarship is Ron Barnett who, with others argues that the whole notion of 'curriculum' in higher education is changing. Given the future for our graduates is in many ways unknown, preparing students to deal with uncertainty demands a curriculum with an ontological focus, one that engages students as whole persons and develops 'critical thinking for critical being' (Barnett, 1997). *The increasing emphasis on the performativity of graduates, the ability to act rather than simply know, means the 'traditional' curriculum, with its focus on content, is giving way to 'emerging' curricula, which encompass three domains – knowledge, action and self* (Barnett et al, 2001). A graduate in such a world needs to be lifelong co-producer of knowledge – someone who is able to work across cultures, and domains of knowledge sets, to be creative as well as critical (Barnett, 2000).

In line with this re-conceptualisation of 'curriculum,' there has been a

> shift from emphasis on inputs (such as funding, academic staff qualifications and student entry scores) to an emphasis on educational outputs. (Leask, 1999, p. 4)

This shift is most pronounced in the US, where a relatively long history of outcomes-based education has shaped the response to the IoC agenda (e.g. Olson, Green and Hill, 2006), but it impacts on Australian universities through various auditing and accreditation measures[5]. Such a shift further challenges the perception that the curriculum is restricted to the formal components (the course content) and demands more serious consideration of a comprehensive approach, an approach which takes into account the curriculum as envisioned, developed, enacted, assessed and experienced and learned by students.

Long time advocate of IoC within Australia, Betty Leask (2009) argues that the informal curriculum is an untapped site for meaningful interaction between international and domestic students in Australian universities. Most importantly, in relation to IoC, there is the 'hidden' or 'latent' curriculum, defined as 'the one that no teacher explicitly teaches but that all students learn. It is that powerful part of the school culture that communicates to students the school's attitudes towards a range of issues' (Banks, 2001, p. 23), including the dominance of one cultural perspective (Dunne, 2009). *Accepting this extended definition of curriculum means aligning IoC learning goals with content, teaching and learning activities,*

Figure 4
Summary of Internationalisation of the Curriculum at UQ

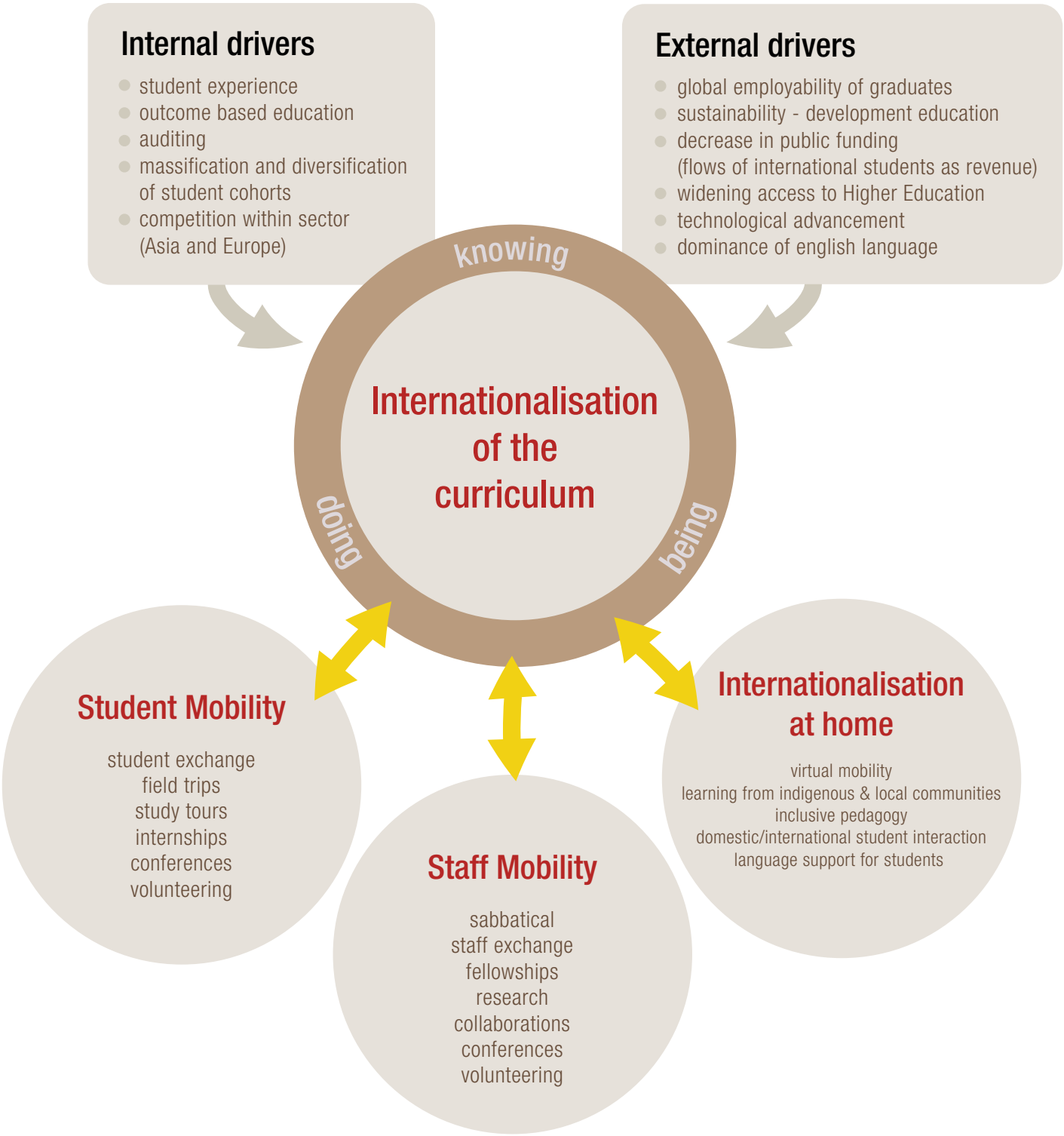

Table 1
Changing perspectives in Higher Education

CHANGING PERSPECTIVES OF TEACHING AND LEARNING IN HIGHER EDUCATION	
from	to
'International' content in some courses	Reassessment of global /local across curriculum
Input – what the lecturer does	Outcomes – what the student gains
International students – remedial	All students – inclusive
Traditional curricula – knowledge focus	Emerging curricula – knowing, doing, being

and assessment, as well as fostering intercultural dialogue on campus and beyond, in the wider community. It is within this extended definition of curriculum – as the framework for a critical pedagogy – that IoC needs to be understood. It provides nuance to the three commonly accepted goals of an internationalised curriculum: to develop an awareness of global perspectives, the capacity for cross-cultural communication, and responsible citizenship.

To summarise then, the development of the concept internationalisation of the curriculum has been shaped by four major shifts in the theory and practice of teaching and learning in higher education, which are summarised below:

1. The shift from 'international' in some curricula to a reassessment of the 'global' and the 'local' within all curricula.
2. The shift in focus – from 'inputs' (what the lecturer does) to 'output' (what the student gains); i.e. from teaching to student learning outcomes.
3. The shift from remedial or targeted support to inclusive and enriching pedagogy; this assumes that every student's transition to the university is an intercultural one, and therefore entails a shift in focus from international students (as one separate, homogenous group) to all students, while ensuring that targeted assistance is available where needed.
4. The shift from' traditional' to 'emerging' curricula, which entails a shift from epistemology to perfomativity, or from knowing to doing and being. Emerging curricula develop knowledge, skills, attitudes, values and habits of mind (Barnett et al, 2001).

These major, paradigmatic shifts are outlined in Table 1.

Finally, it must be stressed that this review of the literature has pointed to two common misconceptions regarding the term 'internationalisation of the curriculum,' namely the propensity to equate 'internationalisation' or 'globalisation' with 'homogeneity,' and the conflation of 'curriculum' with 'content.'

These misconceptions also emerged from the interviews conducted for this report. For IoC policy to be effectively implemented, a shared understanding of terminology must be established across the institution. It may be advisable to follow the lead of some universities, which are adopting the phrase 'global citizenship' instead of internationalisation of the curriculum, in order to focus attention on the goals or outputs of this agenda.

MOBILITY

With the shift from a focus on knowledge in traditional curricula to performance and ontology in emerging curricula, off-shore learning is becoming an increasingly important component of the student experience. *In reviewing the literature on student mobility, four themes emerge*:

- the need to quantify participation in mobility programs
- changing patterns of mobility
- the need to integrate offshore learning into students' programs of study
- the increasing importance of 'virtual mobility.'

Quantifying mobility

To implement policy on outbound mobility and monitor its effectiveness, we need to develop an accurate way of capturing participation levels, nationally and within individual institutions. To date, this has not been possible, because participation rates in Australia have not been collected with any accuracy; generally, students on exchange programs for one or two semesters tend to be the only ones counted (AUIDF, 2008; McInnis et al, 2004). However with the increasing popularity of short study trips and workplace learning, this does not provide an accurate representation of mobility. From information gathered for this report (discussed fully in Section 7), it is clear that these students represent a fraction of the total number of UQ students who take part in offshore programs. Using the categories proposed by Olsen to collect data at UQ would provide a more accurate coverage of the range of offshore learning experiences taken up by UQ students, and would also enable UQ to benchmark nationally, if other institutions follow Olsen's example. These categories are: Semester or Year Exchanges, Other Semester or Year Programs, Short-term Programs, Placements or Practical Training, Research and Other.

The changing role of mobility

To effectively engage staff and students, and evaluate the outcomes of offshore learning experiences, there needs to be a shared understanding about the objectives of outbound mobility. What do we expect students to gain from their experiences? And what do universities expect students to gain? Clyne and Rivzi (1998) found that the literature on outbound mobility fell into one of two categories: the rhetorical or the cynical. In the following ten years, both themes have continued to flourish. Rhetorically, student mobility in any form is often construed as beneficial for individual participants and for societies. For the host university, and for students at home, outbound mobility is expected to 'create a flow of knowledge and cultures across national boundaries' on campus (Slethaug, 2007, p. 5) and 'promote globally employability for all graduates' (Ryan, 2004).

> The cynical view, on the other hand, is that study abroad 'is no more than a fanciful semester off,' filled with 'fun' activities and the uncritical 'acquisition' of 'culture.' (Lewin, 2009, pp. xiv-xv)

Such cynicism can be attributed to current uncertainties about the aims of offshore learning experiences. Six- to twelve-month study abroad programs were once taken up by the elite few, generally in the pursuit of the 'high culture' of Europe and the acquisition of (predominantly European) languages (Lewin, 2009). In contrast, the majority of horizontally mobile English-speaking students now opt for short study tours or internships, often to other Anglophone countries. Some lecturers view this negatively, as a by-product of the 'democratisation' (Lewin, 2009) and commercialisation of study abroad. Those who hold this view see the push to expand accessibility, and rapidly increase the uptake of study abroad as a 'dumbing down' of the experience. Others, such as Ross Lewin (2009) counter this scepticism by pointing to a shift in the goals of study abroad during the last decade, 'from cultural acquisition to global citizenship,' where the aim of the latter is to develop the 'knowledge, skills, attitudes and experiences necessary either to compete in a global marketplace or work towards finding and implementing solutions to problems of global significance' (Lewin, 2009, pp. xiv-xv). Finally, is there a case for considering the value of students' developmental gains from undertaking study abroad? Although this question has not received much attention in the literature to date, it may be an important consideration in the local context, where we have some of the youngest tertiary students in the world.

Integrating mobility into the curriculum

If offshore learning experiences are to play an important part in preparing students for global citizenship, this begs the question about what responsibilities the home and host university have for outbound students. Research on the quality of learning of international students has focused on the challenges faced by the 'vertically mobile' (Rivza and Teichler, 2007), and the institutions who accept them. As a result, an increasingly rich body of work is emerging with clear implications for improving practice. In contrast, the learning outcomes of 'horizontally mobile' (Rivza and Teichler, 2007) students tend to be considered self-evident; i.e. study abroad will 'automatically' increase students' intercultural sensitivity and competence (Tarp, 2006). Yet, available studies of 'horizontal' offshore learning programs reveal mixed outcomes for students, ranging from those who had their prejudices enforced, to those who remained uninterested or untouched, to those who found the experience transformative[6]. These studies point to the need for a more integrated approach to mobility, which would 'embed' offshore experiences into the curriculum. The dangers of not doing so are highlighted by a US study, which found that 'students perceived no connection between their study abroad experiences and the curriculum at the home institution' (Hill and Green, 2008, p.4). As leaders in the field of intercultural education, Bennett and Salonen (2007) argue, 'learning from [intercultural] experience requires more than being in the vicinity of events when they occur. Learning emerges from our capacity to construe those events and then reconstrue them in transformative ways' (Bennett and Salonen, 2007, p. 46). From this perspective, the 'revolution' in mobility 'must not only be numerical, but indeed philosophical' (Lewin, 2009, p. xiv). It will require a whole-of-program approach, which could be facilitated by the expanding opportunities for 'virtual mobility.'

THE PLACE OF VIRTUAL MOBILITY IN INTERNATIONALISATION OF THE CURRICULUM

Current literature on mobility refers to 'real' and 'virtual' mobility to distinguish between different modes of learning across borders; 'real mobility' is when students travel abroad for study or work placements, while 'virtual mobility' is experienced through engagement online (for example, see Caruana, 2004). In 2003, Joris and colleagues predicted that no matter how effectively offshore learning programs could be developed and promoted, *ICT would become 'one of the most important vehicles for the internationalisation processes, away from home and at home'* (Joris et al, 2003, p. 94). Now, the new web technologies mean that quality virtual intercultural learning experiences can be offered to students at home and away.

In her review of the literature regarding the role of ICT in internationalisation, Viv Caruana (2004) identified two trends in the use of ICT for IoC purposes. Firstly, and most obviously, new web technologies can be used as a substitute for real mobility. For example, the majority of students who cannot access offshore opportunities can join trans-national student groups to work on projects online. However, Caruana argues that ICT can also be used to complement real mobility, for example, by using online activities to prepare for or follow up on exchange experiences. Most importantly, however, Caruana notes that:

> study abroad – virtual or otherwise – may provide students with new experiences, but for new understanding to emerge the curriculum must support a teaching and learning strategy which encourages shared critical reflection. (Caruana, 2004, p. 3)

Consequently, both virtual and real mobility experiences need to be integrated into the overall design of programs of study. In fact, Caruana, with Nicola Spurling (2006), concludes in a report commissioned by the UK's Higher Education Academy, that the challenges of internationalisation

are convergent with those of e-learning, and that a dual strategic approach which imbricates IoC with e-learning is likely to be more beneficial than parallel strategies within universities.

The importance of e-learning to mobility will only increase over time. Since the publication of Caruana and Spurling's report in 2006, the possibilities for cheap and easy connectivity across borders have expanded exponentially. The Massachusetts Institute of Technology (MIT) International Science and Technology Initiatives, otherwise referred to as MISTI, is exploiting the potential offered by new technologies in their offshore learning program at MIT (http://web.mit.edu/misti). A key feature of the MISTI Program is the ongoing engagement of participants with their home campus while they are away. A range of ICTs, such as student blogs and 'Second Life' are used to promote synchronic and a-synchronic communication between students and faculty at home, thereby enriching the learning experience of participating students as well as those at home. More detailed information can be found in Appendix V.

Like all components of IoC, the development of virtual mobility and the integration of 'real mobility' into the curriculum will require the engagement of academic staff.

ACADEMICS' APPROACHES TO INTERNATIONALISATION OF THE CURRICULUM

A report on internationalising the curriculum at Monash University (Clifford and Joseph, 2005) found that *the carriage of IoC is in the hands of academic staff at the 'coal face' – those who teach and supervise students*. While the University needs to provide clear policies and strategies regarding IoC, *academics within the disciplines need to be intellectually engaged with the concepts, and to understand the rationale for all components of IoC (IaH through curricular and co-curricular activities, and outbound mobility)*. A number of studies have looked at academics' conceptual understanding and attitudes towards the implementation of IoC. Valerie Clifford (2009) investigated academics' understandings of the concept, and found differences along a continuum which coincided with Becher's (1989) categorisation of the disciplines: the 'hard pure' (theoretical science and mathematics) disciplines, the 'hard applied' disciplines (such as engineering), the 'soft pure' disciplines (traditional/theoretical humanities, such as philosophy) and the 'soft applied' disciplines in the social sciences. She found that understandings in the 'hard pure' disciplines were shaped by disciplinary concepts of knowledge and ways of teaching and learning as universal, culturally neutral and the same everywhere. From this perspective, there is no need to implement IoC. This was tempered in the 'hard applied disciplines' where knowledge is considered universal but the application of knowledge and approaches to teaching and learning need to take cultural differences and local environments into account. In the 'soft disciplines' (humanities and social sciences), where knowledge is understood to be contestable, IoC is seen as a curriculum which does not privilege any single perspective (Clifford, 2009). Because Clifford's research is based on evidence from one Australian institution, Monash University, which has implemented a somewhat idiosyncratic interpretation internationalisation, the conclusions are not generalisable. It is worth noting however, that Clifford's research does replicate earlier studies in the US (e.g., Bond, Qian and Huang, 2003), all of which point to the importance of addressing disciplinary teaching and learning cultures when developing IoC.

In another research project conducted at an Australian university, Maureen Bell (2004) looked at the willingness of academic staff to engage with the IoC agenda. What she found could be mapped onto 'Ellingboe's great divide'; i.e., academics with negative attitudes or minimal interest ascribed to a content-focussed curriculum, and perceived major obstacles, while academics who viewed IoC positively, as either possible in or integral to their teaching, held more sophisticated notions of curriculum generally, and perceived minimal obstacles to its implementation. Interestingly, this association between approaches to pedagogy

and openness to changes in teaching and learning has been documented by others working in the area of graduate attributes (e.g., see De la Harpe, Radloff and Wyber, 2000). Again, this suggests that UQ's leadership in relation to the Scholarship of Teaching and Learning (SoTL) and the support for teaching-focussed positions augers well for the implementation of IoC here.

The most important consideration however, is the level of internationalisation among staff, particularly those who are teaching and supervising students. A review of the literature suggests that the 'internationalisation of the academic self' (Sanderson, 2008) is vital for IoC. Several studies point to the problem of parochialism among academic staff as a major inhibitor of IoC (e.g., Bond et al, 2003; Teekens, 2003). If today's 'ideal graduate' is 'globally literate' (Bender-Slack, 2002), as an inter-culturally sensitive and competent, socially responsible, globally aware citizen, it follows that the ideal lecturer is one who

> broad[ens] curricula and incorporate[s] pedagogic approaches... [who, above all] recognises that this requires us to challenge our Western template of knowledge and pedagogy. (Shiel, 2006, p. 20)

As Shelda Debowski (2003), Betty Leask (2004) and others point out, facilitating the learning of the ideal graduate calls for skills and attributes many academics feel they do not have. In her study at Monash University, Val Clifford (2009) concluded that providing opportunities for staff to teach and research for short periods overseas is a step in the right direction. For example, one lecturer interviewed for Clifford and Joseph's study said:

> Over the whole of my career, I've been working with overseas students in various places, but the way I think I learnt most about differences, was spending 12 months over a period of time in Indonesia on a project, in the education system there. (Clifford and Joseph, 2005, p.84)

But it may not be enough. As with students, it cannot be assumed that personal/professional experiences, such as overseas travel or work, positively impact on academics' approaches to teaching inter- or cross-culturally. In her extensive literature review, Schuerholz-Lehr (2007) cites several studies, conducted between 1993 and 2004 which provide either inconclusive, or no evidence of links between personal/professional experiences and approaches to teaching cross-culturally. An example of the latter conclusion, Helms (2004, in Schuerholz-Lehr, 2007) found that although academics who had lived and worked in another culture thought they were more culturally sensitive as a result of their experience, very few of them were able to teach for diversity in their own institutions. A recent Australian study (Dunn and Wallace, 2006), which looked specifically at transnational teaching, again found that the experience had limited impact on approaches to teaching at home, apart from the addition of a few international examples to the curriculum. The research suggests that for staff, as well as students, learning from intercultural experience requires more than exposure (Bennett and Salonen, 2007). Offering cross-cultural training before departure and opportunities for reflection upon return would address this concern.

The review of the IoC literature so far indicates that a number of interrelated issues need to be addressed if the University is to avoid the frequently observed gap between policy and practice. To pull these stands together requires leadership and the assumption of responsibility at different levels of the organisation.

IMPLEMENTING AND EVALUATING INTERNATIONALISATION OF THE CURRICULUM

On the matter of strategic approaches to the implementation and evaluation of IoC, the literature suggests that direction from the 'top down' must be clear but not overly prescriptive, and complemented by bottom up, disciplinary development. Secondly, senior management and faculty academics must work together to address the three equally important areas in curriculum

development: the structure or organisation of the curriculum (the learning pathways); the content, or material, both discipline-specific and more generic ('the what'); the processes of teaching and learning ('the how').

Implementing and evaluating across the university

Some writers argue that any 'top down' approach to implementing guidelines or Key Performance Indicators (KPIs) needs to begin with a caveat: that IoC is best thought of as a construct, rather than a set of prescribed practices (e.g. Curro and McTaggart, 2003).

Yet, the danger of not addressing the need for clear institutional direction is pointed out by Olson and colleagues.

> In the US context, many institutions have articulated the desire to produce globally competent graduates, without defining what this means, or a strategy for achievement. The result is that they focus on input – doing more of what they already do, more study abroad, more international examples in course content, etc – without making the necessary connection to desired outcomes. (Olson, Green and Hill, 2005/2008)

Although there is no universally accepted set of criteria which institutions use in order to 'map' their curricula, and thereby measure their progress, one of most often cited is Marijke van der Wende's typology (1996). The nine types of curricula covered in this typology are listed below.

- Curricula with an international subject
- Curricula in which the original subject area is broadened by an international comparative approach
- Curricula which prepare students for international professions
- Curricula in foreign languages, which explicitly provide training in cross-cultural communication
- Interdisciplinary programs, such as regional studies
- Curricula leading to internationally recognised professional qualifications
- Curricula leading to joint degrees
- Curricula which are explicitly designed for foreign students.

(van der Wende, 1996)

Within this framework, van der Wende provides guidelines for determining the degree to which specific curricula could be termed international, based on a rating (1-3) of comprehensiveness and complexity of internationalisation present in a) the range covered (a single module to a whole program); b) the orientation (mono- or multi-disciplinary); c) the setting (at home, offshore or both), and the target group (the degree of cultural and linguistic diversity in courses and programs).

Such a typology would facilitate benchmarking and measurement of progress, but the wholehearted adoption of a framework that has been developed externally would not enable the University to leverage existing strengths in the areas of research, learning and engagement. *A more strategic response would be to identify existing opportunities for students at UQ to develop the skills and knowledge required to work across borders, and to seek additional opportunities to expand curricular and co-curricular offerings, where we have the capacity to do so.* This approach, taken by MIT, is documented in their report, *Mens et manus et mundus: New directions for global education and research (2009).*

Importantly, the 'new directions' in this report have been designed to *address the needs of different students, academics and disciplines.* Obviously, learning across cultures and borders will appeal more to some students than others. For some, an introduction to global issues in their discipline may lead to further study, or offshore/cross-cultural learning within their chosen program, while others may enter the University already intent on gaining a much more comprehensive global education. Likewise, some academics will be more

international in their outlook and/or interested in cultural diversity than others. Different pathways to global learning, which already exist or could be developed, are set out in Section 10 of this Report. The 'pathways' through the formal curriculum would address the *structural*, or organisational component of curriculum design, but it would not address the other two aspects of curriculum design – *content* or disciplinary knowledge, and *form*, or the approaches to learning and teaching within disciplines.

Simply providing a framework, or a set of pathways, however, would only partially address the task of internationalising learning. Ultimately, it is student outcomes which will determine the institution's success. Olson and colleagues caution that any review of inputs, or curricula, must be implemented with the expected outcomes in mind. In the process of reviewing more than 100 higher education institutions in the US, Olson and colleagues (2005/2008) found that comprehensive internationalisation requires a two-pronged approach to establishing and evaluating student outcomes:

1. at the institutional level, there needs to be a clear articulation of intention and goals regarding IoC.
2. at the program level, there needs to be a clear articulation of global learning outcomes, assessment and evaluation of those outcomes, review and development of curriculum, and teaching and learning practices in order to improve student learning outcomes.

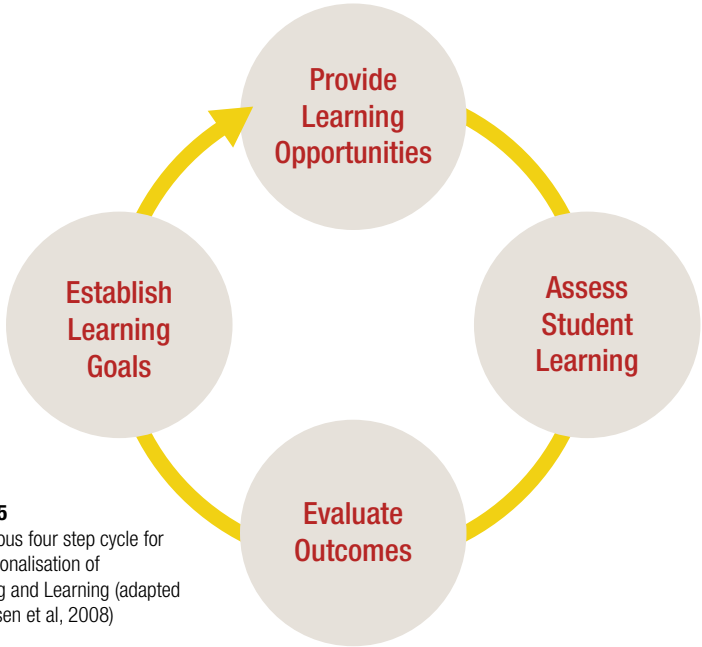

Figure 5
Continuous four step cycle for Internationalisation of Teaching and Learning (adapted from Olsen et al, 2008)

In relation to step 1, Olson and colleagues urge institutions to establish a set of learning outcomes for all graduating students, which cover the three domains discussed of emerging curricula as discussed above; that is, knowledge, skills and being (including attitudes or values). Importantly however, the clarification of learning goals is just the first, essential step in what should become a continuous cycle in the second phase (step 2), as demonstrated in Figure 5 below. The university would need to ensure that curriculum, assessment, and school review processes are designed to support this assurance of learning cycle.

Implementing and evaluating in the disciplines

Institutional approaches to IoC must be developed and implemented in tandem with disciplinary approaches. The challenge of 'concretising' IoC within the disciplines (e.g. Caruana and Hanstock, 2003; Wächter, 2003) is now widely recognised. *Differences between disciplines extend far beyond the content they teach; they 'go to the heart of teaching, research and student-faculty relationships' (Becher and Trowler, 2001, p. 4) and determine particular teaching and assessment methods (Neumann, Parry and Becher, 2002).*

For this reason, the successful implementation of IoC at UQ requires engagement of disciplinary academics. As Sven Groennings found in his review of internationalisation in the disciplines (cited in Green and Schoenberg, 2006):

> academic disciplines are often gate-keeper of educational change. Because it is in the disciplines that faculties' curricula and research are based, basic changes in the curriculum do not occur until faculty in their disciplinary and departmental areas are ready to implement them. *The*

harbingers of changes in the curriculum are the new perspectives in the disciplines.

One issue, often raised in relation to concretising IoC within disciplines, is the fact that some disciplines seem to be more intrinsically international than others. For example, many would expect global or comparative perspectives to fit more easily within geography or political science, than pure mathematics and science.

IoC at the program level

One approach, taken by many higher education institutions in the US, is to supplement the IoC work done in students' major areas of study with a general education requirement; the latter ensures all students are exposed to non-Western perspectives within their degree program (Green and Schoenberg, 2006). *To embed IoC within a major, or to provide for it within a minor or general education requirement is a question which has a range of implications, financial and pedagogical. Whichever approach is taken, it will need to be determined in consultation with the disciplinary academics who teach in each program. (*For example, many would expect global or comparative perspectives to fit more easily within geography or political science than pure mathematics and science.)

IoC will also require collaboration within disciplines, because the comprehensive and developmental nature of IoC calls for work to be done at a program rather than the course level, wherever possible. One comprehensive attempt to develop a programmatic approach to internationalising the business curriculum is offered by Edwards and colleagues (2003). They propose a developmental typology (see Table 2 above) that can be mapped onto the three goals of IoC summarised above. The terms Edwards and colleagues use to describe levels of achievement within a Business degree program are 'international awareness' (level 1), 'international competence' (level 2), and 'international expertise' (in the sense of an 'embodied' or 'authentic' professional identity developed through immersion in a study abroad program and/or cross-cultural work experience embedded in the curriculum) (level 3). Suggested teaching strategies, methods and learning outcomes are provided for each of these levels within this typology.

Further work at a program level has been funded by large national grants; for example, Mark Freeman and colleagues' project (2009) on intercultural curriculum development in the Business disciplines funded by the Australian Learning and Teaching Council (ALTC) Grant. Business is presented as an example of development within one discipline; the details may not resonate with

Table 2
Typology for internationalising the curriculum in business, Edwards et al, 2003, p. 189

SAMPLE TYPOLOGY OF CURRICULUM INTERNATIONALISATION: BUSINESS				
level	descriptor	teaching strategy	teaching method	learning outcome
1	International Awareness	Infusion of international perspective on general curriculum	Supplement existing curriculum with international examples, recognize origins of knowledge	Students expect and respect differences, have an international attitude
2	International Competence	Engagement with the specialist international dimension of the discipline	Add international study options, engagement between international and domestic students, in-depth study of international subjects	Students capable of performing their profession with international clients
3	International Expertise	Immersion of students in international study	Study, live and work in international settings	Students become global professionals

disciplines very different from business. However, structural typologies (such as Edwards et al's), and work on curriculum content and process (such as Freeman et al's) are becoming available for many disciplines[7] and these could be adapted or adopted for the purpose of programmatic review at UQ. The changes introduced through the reviews of the BA and BSci have been designed to enable such a developmental approach, as have most of the professional degree programs.

IoC at the course level

Devising developmental pathways through a degree program, such as the one implied by Edwards and colleagues still begs the question of how this can be implemented at the course level. Many find that IoC only gains 'palpability' within disciplines when specific cases are developed and presented as exemplars (Wächter, 2003, p. 8).

While there is still a dearth of good case studies available, they are being published with increasing frequency. For example, Susana Eisenchlas and Susan Trevaskes (2003) have developed a 'typology for internationalising coursework,' which they illustrate with four case studies from their own discipline, languages and cultural studies. Other disciplinary case studies exist, from an early collection supported by Curtin University Teaching and Learning Grants (Butorac, 1997), which covered disciplines ranging from mining and engineering to pharmacy and occupational therapy to more current examples.

SUMMARY

This literature review suggests that if UQ is to avoid perpetuating the frequently observed gap between the rhetoric and the practice of IoC, there are a number of interrelated issues that must be addressed.

Firstly, begin with the student. For policy to be effectively implemented, an institutional definition must be provided, and a shared understanding of IoC must be established across the institution. The definition adopted at UQ should correct common misconceptions. It should also take a student-centred approach which focuses on the goals or outputs of this agenda. The following definition of IoC is recommended:

> As a significant focus of learning and teaching at the University of Queensland, internationalisation of the curriculum will produce graduates who have the knowledge, skills attitudes and habits of mind to live and work in a global community are 'global citizens.'

Secondly, develop 'learning pathways' to address the structural elements of IoC. The University should develop a range of curriculum offerings (learning pathways) which offer all students the opportunity to gain the knowledge, skills and habits of mind they will require as graduates in an increasingly interconnected world. These pathways should be designed to meet the varying needs and interests of all students, as well as the approaches to knowledge, teaching and learning within each of the disciplines.

Thirdly, address 'the what' and 'the how' of IoC within disciplines. IoC has to be approached at a programmatic and course level. Within individual programs, there is a need for a comprehensive, developmental, programmatic approach to IoC, with learning outcomes established for gateway/introductory and capstone/final year courses, at least. Such a programmatic approach needs to be supported by the development and dissemination of good practice at the course level. While good, practical case studies are becoming available, it is widely recognised that more research and development is required within the disciplines. Implementation of IoC within the disciplines would therefore need to be supported through a combination of approaches, such as adopting or adapting published interventions, sharing good practice ideas within and between disciplines, the development of new initiatives through institutional and national teaching and learning grants. As with any other curriculum development, 'constructive alignment' (Biggs, 2003) needs to be a guiding principle; that is to say, because

assessment drives and structures learning, there needs to be alignment between what is taught, what is practised and what is assessed.

Identification of gaps and strengths within curricula needs to undertaken through periodic curriculum reviews. Both the review and development of curricula within disciplines needs to be supported by an appropriate review framework at the school, program and course levels. Importantly, it should take student feedback and student performance into account, in order to 'assure learning' (see Figure 5).

UQ's recent initiatives in the Scholarship of Teaching and Learning (SoTL) place the University in a strong position to develop leadership in this area, nationally and internationally. The Teaching and Educational Development Institute (TEDI) can support the review and development of curriculum through face-to-face workshops, online resources, consultation and the development of communities of teaching practice.

Fourthly, develop, integrate and review offshore learning experiences. To effectively engage staff and students in offshore learning programs, and effectively evaluate their outcomes, there needs

> to be a shared understanding about the objectives of outbound mobility. But, just as important will be the need to integrate offshore learning – virtual, as well as real – into students' programs of study.

Again, UQ is well-placed to develop an integrated approach to internationalisation at home and mobility, by drawing on the world-class research and development of the Centre for Educational Innovation and Technology (CEIT), directed by Professor Phil Long.

Finally, internationalise academic staff. The literature strongly suggests that internationalising academic staff needs to be addressed as a priority. A four-pronged approach is required: increase outbound mobility of staff; encourage visiting academics to contribute to teaching while at UQ; manage the diversity of staff at UQ more productively in order to enrich the curriculum; provide academic staff with cross-cultural training before departure and upon return.

Interestingly, all of the main themes discerned in this literature review also emerged during the interviews conducted with UQ staff for this study.

INTERNATIONALISATION OF THE CURRICULUM WITHIN THE NATIONAL CONTEXT

As a Go8 university, UQ must benchmark against other leading Australian and international universities in all aspects of internationalisation. The following review aims to highlight areas of leadership in IoC and outbound mobility in Australia, through an analysis of the websites of all Australian universities, with particular attention given to the other Go8 institutions.

Given the limitations of this method, it must be acknowledged that such an analysis can provide only partial insight into what is actually happening within Australian universities.

In the last decade or so, many Australian universities have developed and published Strategic Internationalisation Plans, which have outlined the key goals, strategies, and performance indicators regarding internationalisation. As a previous Monash University (Clifford and Joseph, 2005) review of internationalisation of the curriculum has suggested, the most likely impetus for Australian universities to develop and periodically review their Internationalisation Plans has been the significant growth in the number of international students attracted to Australian universities[8]. This same review found that until recently, Australian universities have predominantly focused their internationalisation policies on increasing the numbers of international fee-paying students, and in some cases delivering their programs offshore[9]. Consequently, policies have tended to prioritise marketing the institution and the administration in processing and supporting international students.

However, the Monash University review also noted a significant shift occurring in relation to teaching and learning – from a focus on international students to all students. The analysis of websites undertaken for the present report showed this trend has continued across Australia, although, individual universities differ in their approaches to IoC and student mobility, as one would expect. While some universities continue to focus on marketing, others indicate that they are engaging much more extensively with current thinking about IoC. It is worth noting, for example, that the two other Brisbane universities are among the latter group. The Queensland University of Technology (QUT) focuses on productive diversity, by utilising the cultural diversity of staff and students. Griffith University has developed substantial policy, strategy and implementation documents regarding the development of global citizenship.

- Clear, accessible definitions of IoC, which are informed by current international trends.
- Provide institutional direction.
- Recognise the importance of disciplinary differences.
- Clear lines of leadership and responsibility for IoC at all levels and in all areas.
- Comprehensive policy and strategy: IoC is a crucial aspect of the University's overall mission and future direction

Most importantly for UQ, some leading research-intensive universities provide detailed explanations of their understandings of IoC, along with a set of policies and institutional structures to support its implementation. A number of G08 universities – most notably the University of Melbourne, University of Adelaide and the University of Sydney – devote considerable attention to the curriculum in their strategic documents on internationalisation[10]. In the case of the University of Melbourne, this is supported by policy on mobility as a significant institutional initiative. The key aspects of the approaches taken by these leading universities are outlined below.

The University of Melbourne

Among the G08 universities, the **University of Melbourne** appears to be leading in the area of IoC policy. Three aspects are worth noting, in particular. Firstly, there is a clear, institutional definition of the concept, which explicitly addresses common misconceptions about the role of content and process in IoC. The University of Melbourne website states that IoC involves two components: internationalising the contents (in relation to the teaching-research nexus) and internationalising the teaching and learning practice (more complex, how content is taught and consequences for learning). Three issues are highlighted: intercultural aspects and effective communication across cultures, different experiences and expectations of students, and developing students' global skills (to enable the graduates to work anywhere in the world).

Secondly, IoC appears to permeate the university's policies, rather than remain within the Internationalisation portfolio. It is supported by a range of strategic policy documents, such as the Growing Esteem Strategy, Melbourne Model and University of Melbourne Plan 2008.

Thirdly, leadership for the initiative is both 'top down' from the Provost's office and embedded in the faculties, through the appointment of Associate Deans (International) who are responsible for leading the development and evaluation of IoC within the disciplines.

Finally, support is available for academic staff to build capability in IoC pedagogy.

Regarding student mobility, the University of Melbourne has a well-structured section on its website about opportunities of study abroad for outgoing domestic students. The section provides students with comprehensive information on: the types of programs available to them, how to apply (including a comprehensive list of all the overseas institutions and information on the types of agreement that the University has with the institution), types of funding available, and help available while students are overseas and after returning home. There is also a blogging sub-section, where students can share their experiences while overseas and after coming back.

The University of Adelaide

The **University of Adelaide** has adopted the International Development Program Education Pty Ltd (IDP) 1995 definition of IoC as 'a curriculum with an international orientation in content, aimed at preparing all students for performing (professionally/socially) in a global context.' The fact that this definition was only adopted by the University Senate in 2008 suggests that the University has begun to review and develop policy in this area relatively recently.

This conclusion is supported by the university's acknowledgement that IoC is an evolving and interactive process, a work in progress, that must be determined to some extent within disciplines because they have different ways of internationalising. Further developments could therefore be expected.

There are two key aspects worth noting in the University of Adelaide's approach to internationalisation. Firstly, the university links their internationalisation strategies directly to community engagement.

Secondly, they perceive internationalisation to be central to all activities within the university, as indicated in their strategic plan.

Thirdly, like the University of Melbourne, the University of Adelaide has developed clear lines of leadership for different aspects of internationalisation across the institution. Overall strategic directions are provided by the Pro Vice-Chancellor (International). Responsibilities for internationalisation are carried out in close collaboration between the PVC (International), Associate Deans (International), senior administration staff involved in different aspects of internationalisation, the Deputy Vice-Chancellor and Vice-President (Academic), Deputy Vice-Chancellor and Vice-President (Research), Executive Deans and Academic Board, Prospective Students Office, Adelaide Research and Innovation and Student Services. The university also has a number of research and teaching centres which further support the university's internationalisation strategies.

Finally, the university has outlined a number of strategies underpinning their approach to internationalisation of the curriculum, which are supplemented by examples of implementation in a range of disciplines. This is further supported by staff development. The Centre for Learning and Professional Development at the University of Adelaide (equivalent to TEDI at UQ) runs a Cultural Awareness Program in 2009, which enables university staff to engage in discussion, raise issues, and gain information and skills for interacting effectively with students and colleagues from a wide variety of cultural and language backgrounds. One of the modules within the Program is on internationalisation of the curriculum.

It appears that the University of Adelaide is currently developing its Study Abroad for domestic student strategies.

The University of Sydney

In contrast to the previous two universities reviewed, **The University of Sydney** supports its aim to internationalise the curriculum through its Learning and Teaching Plan 2007 – 2010.

One of the goals set out in the Plan is Promotion of Internationalisation, Cultural Diversity and Equity. The document also outlines related strategies, key performance indicators (KPIs), targets and leadership responsibilities.

Similarly to the Universities of Melbourne and Adelaide, the leadership responsibilities are distributed throughout all levels of the institution from the PVC (Learning & Teaching), DVC (International), through Deans, Heads of Schools, the International Office to faculty marketing staff. The overall responsibility is retained within the Office of the DVC (International).

The University of Sydney website contains concise information on its study abroad program for their domestic students. The website includes information on: how to apply for study abroad, funding, choosing a suitable program, pre-departure aspects (including reports of past students) and other related aspects.

While it must be stressed that this review of websites has limitations, discussed in the previous section on methodology, there are some points which should be of interest to UQ. The policy documents published on the websites of the three Go8 universities detailed above have a number of strengths in common. Firstly, they provide clear, accessible definitions of IoC, which are informed by current international trends, and provide institutional direction, while recognising the importance of disciplinary differences. Secondly, they clearly state lines of leadership and responsibility for IoC at all levels and in all areas. Thirdly, their strategy and policy documents show that IoC is a crucial aspect of the University's overall mission and future direction.

INTERNATIONALISATION OF THE CURRICULUM AT THE UNIVERSITY OF QUEENSLAND

Within UQ, interviews conducted between May and July 2009 with senior academics and some professional staff revealed strong interest in and support for internationalisation of the curriculum, particularly among the Associate Deans (Academic). Cynicism was expressed by a very small minority, generally at the school level. In spite of this widespread support, there was a pervasive sense of confusion and uncertainty about the 'correct' definition of IoC. In fact, many of the interviewees asked the interviewer for guidance regarding the University's definition of and approach to IoC. In contrast to findings from research conducted at other institutions in Australia and overseas, which suggested strong disciplinary differences in understandings and attitudes towards IoC (e.g. Clifford, Joseph, 2005; Clifford, 2009[11]), such conclusions cannot be drawn with any confidence from the interviews conducted for this report. Instead, the most significant finding was a marked variation between the understandings and practices at different levels of leadership and different areas of responsibility[12]. In practice, the Associate Deans (Academic) generally appear to be functioning as leaders of IoC. Yet in spite of the depth of understanding and commitment expressed by the majority of this group, the degree to which they expressed confidence and a sense of legitimacy in their leadership role varied considerably.

ACADEMICS' CONCEPTUAL UNDERSTANDING OF INTERNATIONALISATION OF THE CURRICULUM

The understanding of the concept at the senior leadership level of most faculties (i.e. Executive Deans and Associate Deans (Academic)) was generally well developed. Although most interviewed Associate Deans (Academic) initially expressed at least some uncertainty about the 'correct' or 'formal' meaning of the term 'internationalising the curriculum' and whose responsibility it is at UQ, the ADAs, as a group, emerged as leaders and, in some cases, champions in this area.

By and large, this group had well-formed views about internationalising the curriculum, in spite of their uncertainty about UQ's 'correct' or 'formal' definition. For them, an internationalised curriculum was characterised by the following:

- Global relevance – rather than focused on particular groups of students. This understanding was expressed by an ADA as follows: [Internationalising the curriculum isn't] about speaking to any particular cohort of students but making sure that it was accommodating of international perspectives.
- Inclusion of various cultural perspectives.
- Comparative views of subject matter.

- Local can mean global – the degree of local versus international content is determined by the nature of the discipline and course.
- Interdisciplinarity – as a way of broadening perspectives. This is expressed in the following quote of an ADA: Undergraduates are too focused on their discipline.
- Student and staff cultural diversity as a curriculum resource – a number of ADAs felt that the cultural diversity of students and staff in their faculties was often not utilised as well as it could have been.
- International experience – a number of ADAs believed that international experience, wherever possible, had a significant learning potential not only professionally but also for personal growth of students and, when shared, other students could benefit from that experience as well.
- Extra-curricular programs – ADAs have also given examples of some extra-curricular activities, such as the U21 Summer School, international mooting competitions and a range of field trips.

Several ADAs also made the point that the internationalisation of academic staff ought to be integral to IoC at UQ, and some take an active role in the development of 'outward-looking,' more global perspectives within their faculties. Their current strategies for broadening perspectives and ensuring global relevance included reciprocal staff exchanges for purposes of teaching and short study leave, inviting visiting academics to teach classes at UQ, and recruiting staff from overseas and ensuring that they enrich the curriculum once at UQ. However, they generally stressed the need to do more in this area.

In spite of the depth of understanding generally expressed by the ADAs, there was considerable variation in the way this group viewed their role and level of responsibility for leading IoC. One ADA was exceptional, in viewing IoC as integral to the role, as

> a regular part of curriculum development and review... at all levels: discipline, school and faculty... . The description of the role of Associate Dean (Academic) provides a very clear statement by the University that [IoC and student mobility] are designated as being part of the Associate Deans (Academic) portfolio.

The interviews with the remaining ADAs revealed that this group generally appear to be functioning as leaders of IoC. Yet in spite of the depth of understanding and commitment expressed by the majority of this group, the degree to which they expressed confidence and a sense of legitimacy in their leadership role varied considerably, with some ADAs explicitly asking for more direction and clarification from the University about this aspect of their role.

In contrast, the majority of the Associate Deans (Research) (ADRs) and Directors of the Institutes did not find their area of responsibility (postgraduate study) to play a significant role in internationalisation of curriculum at UQ. This is exemplified in the following comment:

> I'm Associate Dean Research here and my responsibility is more to do with research, so with the curriculum my input is minimal.

The findings of this study, in relation to the ADAs' general understanding of and commitment to IoC, the support for their work from the Executive Deans and the limited interest expressed by the ADRs, suggest that the ADAs as a group are well-placed to drive IoC within the disciplines. The existing role description of the ADAs, which explicitly includes the requirement to promote the internationalisation of the 'Faculty's degree programs' already provides some support for a more 'formal' leadership role (Anderson & Johnson, 2006) in this area. The variations in the way this group conceptualise and enact their leadership in this area, however, suggest that more clarification and support is needed if the ADAs

are to drive internationalisation of learning and teaching at UQ.

At the school level, interviews with the Heads of Schools and Chairs of Teaching and Learning revealed a marked variation in the pattern of understanding of the concept of IoC, with responses ranging from enthusiastic implementation of IoC through neutrality to a lack of interest or confusion. Neutrality or a lack interest or confusion was generally associated with a limited understanding or misinformation about IoC and its relevance to students. In particular, there was a commonly shared misperception that IoC means homogeneity, and that global perspectives preclude the study of local issues, Australian Indigenous cultures and other local communities. Only a minority of interviewees at the school level expressed the view that 'internationalisation should start at home' and that in the Australian context there is a need to take account of the Indigenous and other Australian cultures in relation to the global.

Another common misconception related to the interpretation of 'curriculum'; a limited definition of curriculum as 'content' tended to be associated with the view that IoC content would need to be added to an already 'packed' curriculum. In some schools, there was a strong association of IoC with recruitment of more international students, without making any changes to their programs, as the following quote suggests:

> I don't see us doing anything in particular to our course, but it's how we work ... to get more international students through the door for the money largely. At best, in some courses it could mean providing international examples in order to be more relevant to all students.

Within some schools, there was also a strong (mis) perception that their accreditation requirements for registration of their graduates in Australia preclude any attempt to internationalise the curriculum.

At the school level, there was also a greater concern than among the faculty leadership with practical aspects of internationalising the curriculum, such as funding individual initiatives. Another aspect that is worth pointing out is the lack of awareness of particular internationalising the curriculum initiatives between and sometimes even within individual schools. Both of these issues were previously highlighted in relation to mobility in the UQ's Student Mobility Working Party Report (UQ, 2009), based on the findings of a focus group consisting of selected Heads of Schools and Program Convenors. This lack of awareness may be attributed to the fact that people in leadership positions in schools change quite frequently. It certainly highlights the need for better record keeping and dissemination of good practice.

The above themes were commonly found in interviews across the schools. While it is not possible to draw any conclusions regarding disciplinary differences from this study, due to the small number of interviewees drawn from each of the disciplines, it must be noted that those interviewed in the Science Faculty generally (though not always) differed from other responses commonly found in the school interviews, in that they assumed the 'international' or 'universal' nature of their knowledge meant that IoC did not concern them. The statement below is typical of responses in these interviews:

> We think of our discipline/s as essentially universal.

While the limited nature of this study cannot support any generalisable conclusions regarding disciplinary variations, it is worth noting that the assumption of universality in the pure science disciplines, and a lack of interest in IoC, has been highlighted in previous research (e.g. Clifford, 2009; and discussed in full in Section 4).

On the other hand, all of the interviewees from all of the schools in the Faculty of Health Sciences shared a good understanding of IoC, which mirrored the understanding of the faculty's executive. As this faculty appeared to be exemplary in this respect, it is presented in more detail below.

THE FACULTY OF HEALTH SCIENCES: A FACULTY-WIDE APPROACH TO IOC

In interviews, the faculty leadership articulated a clear and comprehensive description of IoC within the health science disciplines, as for example, in the following quote:

> [Internationalisation of curriculum]... covers a whole bunch of things. I mean, making sure that students are trained to appropriate standards. The internationalisation of the curriculum, particularly in health, means that, if it's delivered overseas it's to be relevant to the diseases, condition, health system that the students are working in, or are going to be working in overseas. But certainly we try and make sure that the curriculum is broad enough so that the students can move around internationally but also that they have some local content. The other thing that's very important with all the health professions is that they're registrable in their country of origin where they're going to work.

This overview of IoC within the health disciplines was mirrored within the majority of schools in the faculty – as evidenced in the following quotes:

> The first thing, in our case, is the global patterns of health and disease that affect dental or oral health. The changes in oral health care delivery systems around the world and the particular challenges, for example, and the developing world versus the developed world. The way the graduates can move internationally and what practice there is in accreditation around the world. What international workforce trends [there are], so I guess really providing information that makes the students globally aware of where they sit in the larger picture.
>
> One of the things that in our school we do across audiology, physiotherapy, speech pathology and personal therapy, is that we realise that our graduates are then going to be working throughout the world. So, I would say that we prepare students for the Queensland setting, the national setting and then also the ability to work throughout the world. So internationalisation to us is not just getting numbers of students and getting money, it's about actually having a curriculum that is portable and that meets the accreditation standards all over the globe.
>
> Certainly within my school what we try to do is to focus on making sure that international public health developments that we are associated with or that we know about through our networks and our professional journals and collaborations are being reflected in the curriculum. Now, what we teach does not concern just health issues, but also political issues. So international health policies, the work of the World Health Organisation... Where is WHO going? What is it asking countries to do? So that we're preparing our students to be able to, when they go back to their countries to be able to respond to these kinds of initiatives.

Clearly, all of these comments reflect a shared vision of a faculty which, according to its website, aims to engage in research, teaching and learning which is locally and globally relevant. One of faculty's schools, the School of Medicine, supports its claim to be a 'Global School of Medicine' with the ability to support clinical placements for students in South-East Asia, North America, Europe, Africa and the Indian Sub-Continent. Therefore, it appears that the faculty's statements on its website and other public documents are underpinned by appropriate resources, and the actions, experience and knowledge of staff.

In conclusion, there were three noteworthy findings regarding academic perceptions of IoC in this study.

- Firstly, there was a pervasive sense of uncertainty about the institutional definition of IoC.
- Secondly, although the Associate Deans (Academic) initially expressed at least some uncertainty both about the definition of the term, and about whose responsibility it is at UQ, they generally emerged as leaders in this area. The Executive Deans also generally expressed an understanding of IoC and its importance, while the Associate Deans (Research) generally did not believe that IoC was related to their responsibilities.
- Thirdly, at the school level there was marked variation, with responses ranging from enthusiasm for and good practice of IoC, to lack of interest and some cynicism.

The Faculty of Health Sciences was the only faculty where the executive's strong commitment and well-developed understanding of IoC in a disciplinary context was shared by the leadership in a great majority of schools.

ACADEMICS' PERCEPTIONS OF THE CHALLENGES AND ISSUES

The challenges and issues surrounding IoC highlighted by the interviewees can be divided into three categories:

- Defining internationalisation of the curriculum.
- Internationalisation of the curriculum at home.
- Internationalisation of the curriculum related to student mobility.

The first two of these issues are discussed below, while the third one will be dealt with in Section 10.

Interestingly, most of the themes which emerged from the interviews regarding IoC mirrored opinions voiced in the focus groups conducted for the *Student Mobility Working Party Report*, even though the questions posed to those groups concerned student mobility. This suggests that many staff in leadership positions see connections between IoC and mobility.

Lack of clear understanding at all levels across UQ

A sizeable proportion of staff did not have a clear understanding or only had a partial understanding of the meaning of IoC. This was implicitly expressed in their understandings or, in some cases, they pointed this out. The following quotes summarise the more explicit statements:

> I am not sure what internationalisation of the curriculum means. To us, it might mean that we bring in international students and that we keep our curriculum up-to-date with international standards.

> I mean this is something that's come up at the Teaching and Learning Committee, and indeed I suppose the discussion always centres around: what does the University mean by internationalisation of the curriculum.

> We don't know what you mean by internationalisation of the curriculum.

There was confusion among some staff whether IoC meant just bringing international students to UQ and/or encouraging larger numbers of Australian/domestic students to travel overseas during their studies.

Lack of defined leadership across UQ

Some staff (at the school and senior faculty leadership levels) suggested that there was no clarity about responsibility for IoC, no systematic planning, and therefore no leadership around IoC. The following statements are representative of such opinions:

> This has just come out in the minutes of one of our committee meetings – whose brief should internationalisation of the curriculum be a part of?

> There is fogginess and a lack of leadership as to who is responsible for internationalisation of the curriculum.

In spite of this the ADAs, by and large, have assumed responsibility for IoC within their faculties, and they generally see their Teaching and Learning Committees as having primary responsibility for its carriage within schools.

Lack of information and support regarding setting up internationalising initiatives

Some staff felt that there was a lack of information and support for developing and sustaining IoC initiatives in their disciplines. This was felt to put more pressure on 'regular' academics.

Openness to IoC was expressed among a majority of academics, but some saw it as an add-on rather than an integral part of academics' core business. The need for more information and support was felt very strongly. The following statement illustrates such an opinion:

> Having some sort of database or website with existing examples in internationalising the curriculum at the University and contact details if individuals needed advice would be a good idea. Or having some contact point either at the University centrally or in individual faculties would be a great help, so that academics wanting to set up an initiative, if they don't exactly know how to go about it, could get some advice and support there. This would make building linkages for staff much easier.

Lack of appreciation of academic efforts in internationalising teaching

A proportion of staff felt that there needs to be a greater appreciation from the University of academics' internationalising activities in teaching, not only in research. The following statement is representative of such an opinion:

> For those going abroad, it would be great to have some incentive to spend, you know, a week or two days doing some seminars for students or just participating somehow in teaching and learning activities elsewhere, not just for their own research. There really needs to be a promotion in valuing doing that kind of work as a component of SSP.

Lack of awareness of existing internationalising of the curriculum initiatives across UQ

It appeared that staff within a single faculty were often not aware of internationalising of the curriculum 'at home' (IaH) initiatives or student mobility initiatives in other schools in the same faculty and in some instances this was the case even within the same school. Thus, a need for improving communication between faculties and also schools (in certain instances) was emphasised. This was caused by a lack of sharing the knowledge and information on good practice across UQ and the fact that there was no systematic way of recording such initiatives at UQ. These aspects were highlighted by a number of staff. For example, the following suggestion was made:

> Sharing resources and information among faculties would assist staff starting up initiatives and would also be more cost effective for the University. The lack of awareness of internationalising initiatives particularly within individual schools might have also resulted from the fact that personnel in leadership roles at the school level change quite frequently.

Lack of time, financial and other resources dedicated to IoC

A lack of time, financial and other resources was also highlighted by a number of staff at the school level as hindering their IoC efforts. The following statement is representative of the comments made at the school level concerning the lack of funding, time and need for dedicated resources:

> The other thing is our academics' workload, so getting information, for example, on sourcing some funding to support a project would be helpful to them, and giving them some relief from teaching responsibilities.

Productively utilising cultural diversity of staff to enrich teaching

Cultural diversity of staff was highlighted as a *potential resource*. However, the need for addressing workload and other issues was pointed out.

The following quote was representative of that thinking:

> At one of our teaching and learning committee meetings, the issue of how much cultural diversity there was among staff in our faculty... we talked about how we could make better use of their cultural diversity to enhance the teaching we were doing. But at the same time, there was a lot of concern in terms of workload.

Cultural homogeneity of staff

Some schools perceived the cultural homogeneity of their staff as an issue, given that their student cohorts frequently were more diverse. The following quote is representative of that perception:

> If we are to be honest, the cultural diversity of our students is not reflected in the cultural diversity of our staff – our staff are pretty mono-cultural.

Cultural homogeneity of students in some courses

The issue of cultural homogeneity of students in some courses has been highlighted, as a lack of diversity among international students in some courses/programs makes it more difficult to develop wider or comparative perspectives. The following statement made by an interviewee is indicative of this issue:

> I think, in retrospect, we concentrated too much on one or two countries and that has meant the experience for incoming students is not quite what they expected. For example, many of the Chinese students who come here find themselves in a class of 200 Chinese students and they come here for an Australian education. And they may also have a Chinese lecturer and a Chinese tutor... we should have been more aware of problems with lack of diversity.

Student welfare issues

Some staff expressed concern about quality of campus experience, and accommodation for international students. The following statement is representative of this concern:

> I also don't think the University as a whole is set up particularly well for international students in terms of accommodation that's available close to campus and at a reasonable cost. I think that's something that we'll need to focus on in the future.

It should be noted that two recent studies of the quality of the international student experience at UQ have highlighted the issue of relationships between international and domestic students on campus. Although the International Student Barometer Survey (2009) generally showed high levels of satisfaction for international students at UQ, it revealed a relatively low level of satisfaction regarding relationships with domestic students. A low level of satisfaction regarding relationships with domestic students was also found in a HEESP-funded study conducted by UQ academics Dr Ip, Dr Chui and Dr Johnson (UQ, 2009), where quantitative data was supplemented by extensive qualitative research (see Appendix II for details of these studies).

ACADEMICS' SUGGESTIONS FOR ADDRESSING THE CHALLENGES

Defining IoC

Many interviewees, even those most active in IoC initiatives, called for a clear definition of the concept, that could be applied across UQ. However, many also pointed out that this would need to allow for disciplinary differences.

Leadership in IoC across UQ

Many interviewees also suggested that there is a need for a more systematic planning concerning internationalisation and IoC across UQ. In that respect, staff in several faculties felt that it was important to have more clearly defined responsibilities and leadership in internationalising the curriculum.

Need for readily accessible resource of models and case studies of good practice in IoC

A need for a readily available resource of good practice in IoC to aid building future initiatives was highlighted. It was suggested that this resource may take the form of a website or database (of existing examples of good practice in IoC at UQ). This database/website would be updated with new examples of good practice, and would better inform staff UQ-wide of IoC initiatives, as a lack of awareness of existing initiatives was uncovered in this research project.

Recognition of staff efforts and better resourcing of IoC initiatives

Many staff felt that sustainable IoC initiatives can only be developed at the 'grassroots,' or disciplinary level and therefore there ought to be a greater recognition of their efforts. The following quote summarises such an opinion:

> I believe that the most effective internationalising initiatives are developed by academics, however to sustain these long-term, effort of these academics needs to be recognised and they must be better supported by resources.

Teaching load relief was suggested as one of the ways that staff would be able to devote more time to developing and embedding internationalising of the curriculum techniques and aspects into their courses. For example, the following comment was made:

> a semester relief from teaching responsibilities would help staff devote more time to developing internationalising initiatives and improving their teaching in general.

Improvement of communication and cooperation in sharing good practice in IoC among faculties and institutes

It was also highlighted that there needs to be a close communication, cooperation and sharing of good practice and resources among faculties and dedicated staff.

Dedicated budget for IoC

A number of interviewees, including one ADA, proposed that there should be dedicated budget clearly assigned for development of IoC activities in each faculty. The following statement summarises that suggestion:

> My understanding is we don't have a clearly marked portion of our budget, for instance, towards internationalisation of the curriculum... But I'm thinking maybe we should, maybe we could earmark a particular – sort of have a one line of budget for stuff that promotes that.

A strategy in reviewing curricula for IoC

One ADA suggested that systematic reviews of IoC within programs could be incorporated into existing curriculum review processes. She advised that this has been instituted in her faculty through the Academic Program Reviews.

Class cultural diversity profiles made available to coordinators

One ADA suggested that the profiles of cultural diversity of students in each class should be made available to course coordinators before the start of each semester to remind them of this, as the following quote indicates.

> If that was a routine university service that, prior to the first week of the semester, you get a class profile – what degree programs are they from, how many are domestic, how many are international and where are they from – when you walk in, you're attuned to that and it encourages you to do a bit of a round around the classroom.

The ADA, however, admitted that this needs to be handled sensitively.

The examples of existing good practice in IaH across UQ are outlined in Appendix VI of this report.

OUTBOUND MOBILITY OF UQ STUDENTS

QUANTIFYING OUTBOUND MOBILITY AT UQ

Institutional reporting at UQ and most other Australian universities has traditionally reported on the uptake of student exchange programs organised centrally. In 2008, 366 undergraduate students participated in such programs, but based on additional information gathered for this report this number represented just 40% of a total of 909 UQ undergraduate students who could genuinely be classed as mobile. Of the 60% (n543) of mobile students who did not participate in a student exchange program, the majority (46% /n418) were involved in work integrated learning (work, or clinical placements/ internships, etc).

> The most striking finding was that far more UQ students are mobile than has previously been acknowledged.

Similarly, in the case of research higher degree students, the present study has established (through information from schools, faculties and the UQ Graduate School) that in 2008, there were 153 mobile research higher degree students at UQ. Whereas, in reality, the schools have indicated that the numbers of mobile research higher degree students were significantly higher. However, the schools have also indicated that collecting more complete data on research higher degree student mobility would have been a very complicated process, and one they would have been unable to complete within the timeframe of this research study. In most cases, this would have meant for the Head of the School or the Chair of Teaching and Learning to contact all research higher degree student supervisors and ask them to provide information on their student mobility.

It must be stressed that much time and effort has been devoted to developing a more detailed picture of outbound mobility for this report. And yet, it is still unlikely to be accurate. Furthermore, this study found that records on staff mobility were even more difficult to track than those for students. The process has revealed significant gaps in systematic ways of recording of student and staff mobility, and highlighted the need for designing an effective whole-university system which would enable easy recording of this data.

The data on student mobility presented here was assembled by utilising information provided by individual schools and faculties, in combination with existing University databases used by UQ Abroad and the Graduate School. These databases can only be accessed by dedicated UQ Abroad, Graduate School staff and a limited number of staff at the central University level. Some of this data was assembled by Mr Kennett, an officer from the Office of the Deputy Vice-Chancellor (International), some was provided by Mr Miscamble, an officer from the Graduate School and some was sought by the interviewing researcher directly from individual faculties and schools. Assembling this data was quite complex and required additional effort by individual faculty and school staff. The data presented here is as comprehensive as possible, but given a lack of dedicated and easily accessible recording systems in place at the University, it is unlikely to be accurate. This issue, which was highlighted by many in the interviews and focus groups, mirrors the limited documentation of good practice in IoC.

Figures 6 and 7 compare the numbers of students at the undergraduate and research higher degree levels taking part in a range of outbound student mobility initiatives at the University in 2008. The categories utilized for distinguishing the types of outbound student mobility initiatives were taken from the Outgoing International Mobility of Australian University Students audit conducted by Olsen in 2007. These categories include: Semester or Year Exchanges, Other Semester or Year Programs, Short-term Programs, Placements or Practical Training, Research and Other (AUIDF, 2008). The definitions of the outbound student mobility types are provided in Appendix VII. More detailed data showing the exact numbers of students for each initiative in individual schools and faculties are provided in Appendix VIII[13]. As the systems of student mobility data recording across UQ faculties and schools are currently rather patchy, no data for individual categories might either mean that there were no students taking part in the particular type of initiative, or that the data was not available.

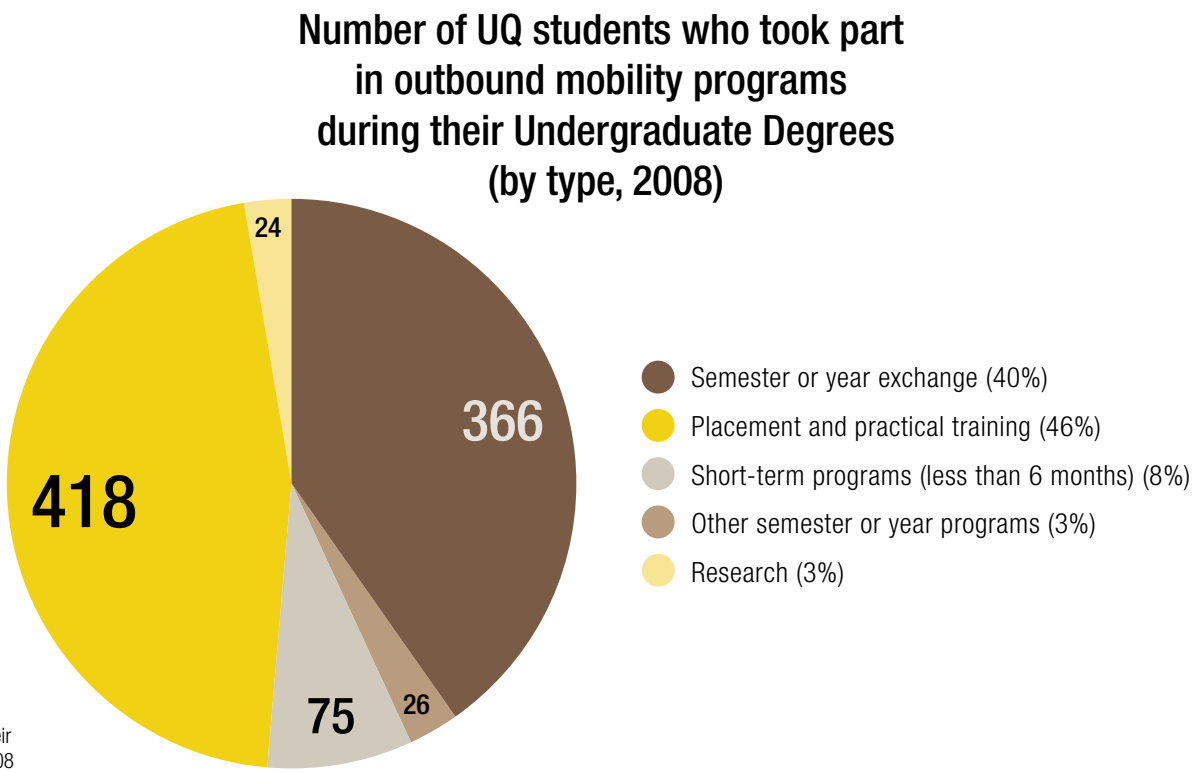

Figure 6
Number of UQ students who took part in outbound mobility programs during their Undergraduate Degrees, 2008

Number of UQ students who took part in outbound mobility programs during their Research Higher Degrees (by type, 2008)

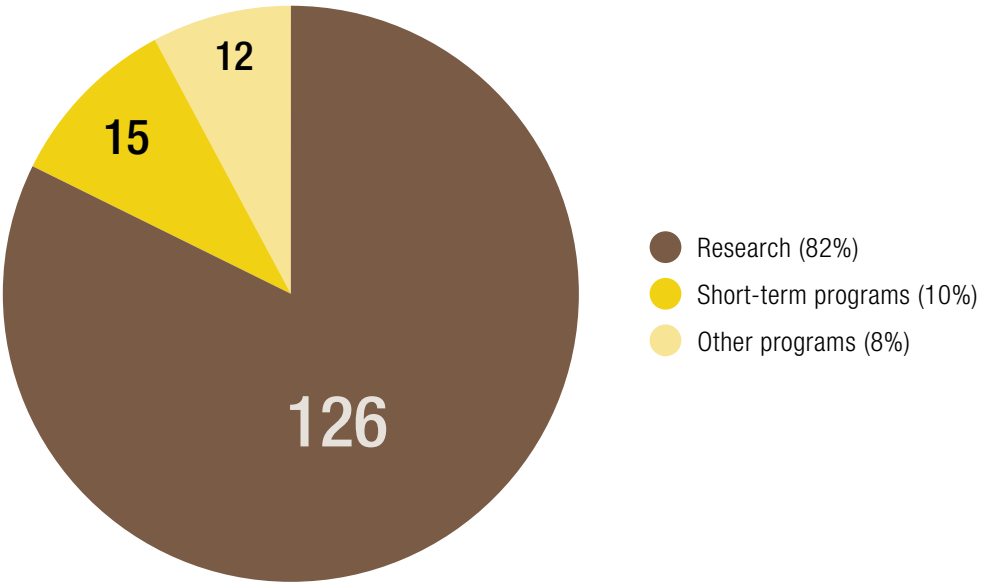

Figure 7
Number of UQ students who took part in outbound mobility programs during their Research Higher Degrees, 2008

Number of UQ students who took part in formal student exchange programs 2005 - 2008

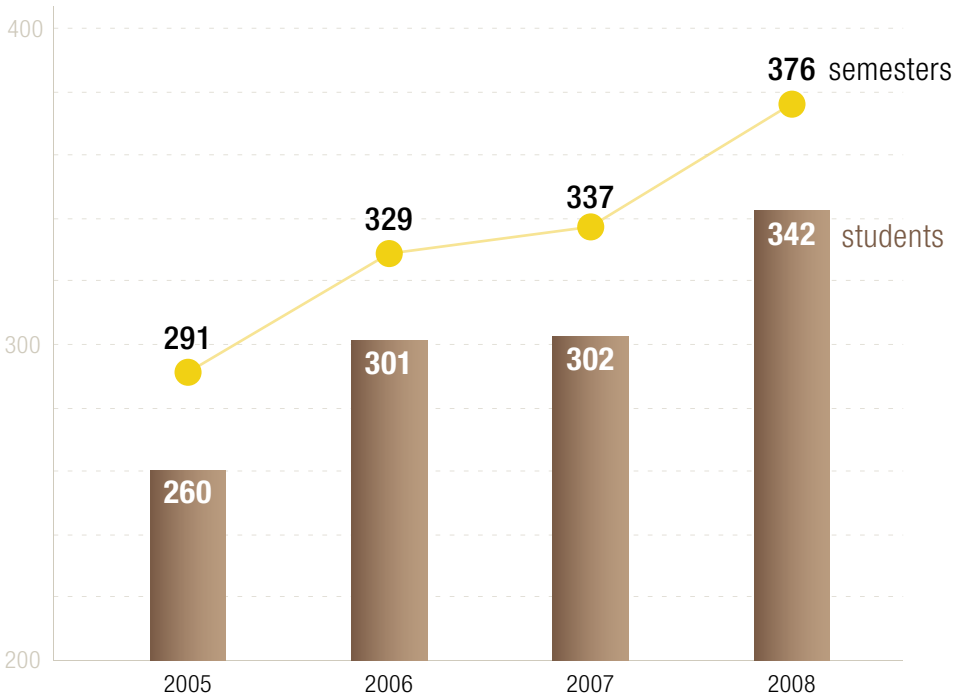

Figure 8
Number of UQ students who took part in formal exchange programs, 2005 – 2008

The formal Semester or Year Exchanges at UQ (as outlined among the Olsen categories of student mobility above) are offered through the UQ Abroad initiative. It gives undergraduate and postgraduate-by-coursework students the opportunity to go on an overseas exchange during their studies at the University. The Student Exchange program allows UQ students to study overseas for one or two semesters and earn credit towards their UQ degree. For this purpose, UQ has established partnerships with over 130 universities in 30 countries. Despite the previous low take-up (the issue will be discussed in more detail below), over the last 3 years, there has been an increase in the numbers of UQ students taking part in the Study Abroad Programs, which is indicated in Figure 8 above.

The increase in UQ Abroad Student Exchange participation (indicated in Figure 8) has probably been achieved through a combination of factors. An improved communication and promotion of the initiative among UQ students by UQ Abroad has been an important aspect of this. Individual faculties are also increasingly better informed about and more supportive of the UQ Abroad initiative. UQ Abroad have increased the number of information sessions for students; they currently conduct two sessions per week. Recommendation by peers has also played an important part in students' decision to participate in an exchange program through UQ Abroad. An increase in funding contributed by the University and the introduction of OS-HELP scheme by the Australian Commonwealth Government have also very likely been contributing factors to the increased interest.

Detailed information on outbound student mobility initiatives run from individual schools or faculties is presented in Appendix VIII. Examples of good practice in student outbound mobility organized by schools or faculties are included in Appendix X of this report.

ACADEMIC PERCEPTIONS

The following analysis is based primarily on the interviews, which were conducted by one of the researchers between May and August 2009 with senior academics and some professional staff. The findings were compared with earlier findings from two focus groups conducted in 2008, one with Associate Deans Academic, and one with Heads of Schools/Program Directors (see Student Mobility Working Party Report, 2009). These were conducted for the Student Mobility Working Party, and investigated perceptions of the UQ Abroad initiatives and more broadly student mobility. A thematic analysis of the interview transcripts essentially mirrored the analysis in the earlier study, although the interviews did allow for a more detailed picture to emerge. The similarities should not be surprising given that the focus groups were drawn from two of the same groups targeted for the interviews (the faculty executive and senior school-based academic staff). The fact that the larger study based on interviews essentially mirrored the smaller study based on focus groups suggests that the results from both studies can be taken as a valid representation of the opinions of the faculty and school leadership across UQ. The following analysis is based primarily on the interview data, supported by the focus group findings reported earlier.

Academics' perceptions of the value of student outbound mobility

Staff perceptions and practices regarding mobility within the faculties, schools and institutes revealed a range of responses, from strong support to lack of interest and cynicism. Many staff raised questions about the value of study abroad, while some expressed scepticism or cynicism. Neutral or negative responses regarding mobility were more marked than those regarding IoC. Some commented that study abroad is not integrated into the curriculum, but is 'compartmentalised' by the University and by students. Some were particularly dismissive of student exchange experiences in other, English speaking countries. Several staff

believed that the benefits were outweighed by the costs, and/or that study abroad promoted elitism, and was therefore of no benefit to students who remain at home.

On the other hand, some faculties and schools are actively promoting the student exchange program, and initiating short, targeted study trips, internships, student conferences and similar. Usually these initiatives have been taken by individual academics, who are strongly committed to cross-cultural learning within their disciplines, and who are able to develop one-off programs by leveraging their connections with universities, the corporate, government and non-government sectors.

As was the case with IoC, the ADAs, as a group, were strongly supportive of student mobility, as were the Executive Deans. Broadly speaking, they perceived student mobility as central to providing international education. The following example is representative of that view:

> We're very proactive in our faculty in trying to encourage the students to go on exchange. We actively promote that in our orientation sessions on day one the importance of international experience. We tell them that we encourage it, we support it but the important thing is it needs to be planned early. So we've got quite a coordinated set of advice at faculty level for interested students.

Several ADAs have instituted measures to promote and streamline the student exchange program within their faculties. Along with 'champions' of mobility within the schools, most of the ADAs identified a number of benefits for the students involved, relating to personal development, intellectual challenge and graduate attributes and employment outcomes.

There was generally less interest at the school level. A minority expressed scepticism and a lack of understanding about the purpose and value of offshore learning experiences. The following quote is representative of this group:

> What is the point in sending our students to another English-speaking country where they get an academic experience not very different or worse than they would get here?

There was another group of academics who were fairly neutral towards student mobility. They generally suggested that it would be helpful for the University to explain why student mobility was important and why setting targets for mobility was necessary. Some asked for a rationale for the target which has been set at UQ. The following quote from one staff member is characteristic of this group of academics:

> It would be helpful to have some sort of explanation of the reasons why student mobility and setting targets is so important to the University.

Some of these academics suggested that setting targets in terms of numbers of mobile students is not helpful.

A third group believed that full semester exchange programs were precluded by program structures which must meet accreditation requirements. In some disciplines, such as Law, students commonly enrol in a second degree, which provides them with the option of student exchange. In some of the professional programs however, those who pointed to the inflexibility of the program also believed that study abroad is not important or particularly relevant to their students.

Finally, there were also academics at the school level who were supportive or strongly supportive of student mobility, but a number of these were still concerned about the barriers students face. The following statement represents this group:

> International travel is a fantastic experience for the students; however, not all students can afford it. We encourage this as much as we can.

Clearly, the wide variations in attitudes towards the outbound mobility of students, particularly at the school level, suggest that there will need to be a much wider appreciation of its purpose, value and its outcomes if academics are to promote student mobility effectively. It should be noted, however, that in contrast to the perceptions and practices regarding curriculum reported in the previous section, there was no evidence to suggest that any of these variations could be attributed to disciplinary differences.

Academics' perceptions of the challenges and issues

Challenges and issues surrounding student outbound mobility were articulated in interviews at both the faculty and school levels. A thematic analysis of the interview transcripts revealed concerns about the following issues: barriers relating to student perceptions and their stage in life; barriers relating to the program structure and credit transfer; barriers relating to disincentives/ lack of incentives for faculties and schools; and barriers relating to staff perceptions of the value of offshore learning experiences. These themes (outlined in more detail below) replicate and expand the earlier findings from the two focus groups conducted with the ADAs and the Heads of Schools/Program Convenors for the Student Mobility Working Party (UQ, 2008). The following analysis is based on the richer data from the interviews, except where otherwise stated.

Barriers relating to student perceptions and their stage in life

Students do not perceive the value of studying abroad

Several staff felt that there would need to be a 'cultural shift,' as the following statement suggests:

> A majority of our students who could afford it, don't want to travel during their studies, they want to finish their degree first and then travel afterwards. So, there almost has to be a cultural shift, and if we are to convince our students, then we need to be clear about the purposes and benefits of study abroad.

Lack of student linguistic competence

The issue of a lack of competence of a majority of students in languages other than English was also emphasised as a barrier preventing domestic students from travelling into a wide range of countries, apart from English speaking countries. The following quote summarises this perception among staff:

> There are not many countries that most of our students can go to, and these are mainly English speaking countries. Because a majority of our students are only fluent in English, they don't have competence in other languages.

Lack of interest of students in non-English speaking countries

Some staff pointed out that the majority of tudents preferred travelling to English-speaking countries, particularly the USA, UK and Canada. The following statement is indicative of this view:

> The truth is that a great majority of our students who travel abroad prefer travelling to English-speaking countries; mainly to the USA, UK and Canada.

Affordability

Some staff believed that the cost to students was a major impediment to mobility, while others did not see this as a major hurdle. The affordability of overseas travel for a majority of students was questioned by some staff mainly at the school level. Some felt the current level of support from the University is inadequate for many students. For example:

> This faculty has offered to help students with the airfare. Well that's something, but the airfare relative to the cost of living

> somewhere for a whole semester is not large. The thing is that the cost of living in the countries that our students prefer to travel to is rather high. Generally, it is the UK, USA and Canada.

Some staff saw the issue as one of social justice, as the following quote suggests:

> I'm a little bit worried that it may also disadvantage even further people who come from so many of your minority groups, like your lower socio-economic background or Indigenous students... to a point where we might be creating a bigger gap.

Analysis of data from student perspectives (the student focus groups conducted in 2008 for the Student Mobility Working Party, a UQ Student Report written in 2007, and the current literature) suggests that it is not possible to draw any conclusions regarding this issue, either in relation to UQ or on a national scale. Ideally, a quantitative study of UQ students should be undertaken to inform any changes to UQ sponsorship for student mobility, particularly in relation to equity.

The comparatively young age of undergraduate university students in Queensland

The question was raised whether many first year students were developmentally ready to plan for study abroad in their first year at university, yet for those doing single, 3-year degree programs, this is when they need to plan.

Family commitments of mature-age students

On the other hand, family commitments of the mature-age students have been highlighted as a barrier to their travelling overseas while studying at UQ.

Students' other travel experiences

Many students do travel, but they see this as an activity unrelated to their study; i.e. they take a gap year before enrolling, and/or as part of high school education, and/or after graduation. The following quote is representative of this view:

> a substantial percentage of them have already had or plan to have some significant overseas experience.

Barriers relating to the program structure and credit transfer

Limited flexibility in professional degrees due to course sequencing and the requirements imposed by accreditation bodies

This was highlighted at the school level, particularly in the more professionally oriented disciplines (such as law, education, pharmacy and psychology) where there was a common perception that full semester exchange programs are precluded by accreditation requirements, and thus study abroad is not important or particularly relevant to students of such professional programs. The following comment was quite common in these disciplines:

> The other thing that is complicated for outward mobility...is that whatever our students do overseas has to map along to their registration requirements back here. So we need to look fairly closely at how and what they're going to study... I think we're all very positive about the idea of them going away. It's a matter of doing it in a way that doesn't delay them or whatever.

Limited flexibility in dual degrees

This issue emerged in the two focus groups conducted for the UQ Outbound Mobility Working Party (2008), but was not discussed in the interviews.

Dual degrees present a conundrum: they are very popular with students but they make exchange difficult, because they limit the elective options, which are all important for students who want to take up courses for credit in the host institution.

Barriers relating to disincentives/lack of incentives for faculties and schools

Shorter overseas study programs, organised by individual schools are difficult to organise, and seen to be under-valued and under-resourced

Student preference for short-term intensive overseas programs was highlighted, but many interviewees were uncertain about how much these were valued at the University level. Some proposed that the University provide more support for shorter-term programs; if the costs of short offshore learning programs need to be absorbed at the school level, some smaller schools may be reluctant to take initiatives in this area. The following statement summarises this perception:

> The shorter field trips or shorter more intensive programs seem to be most popular among our students. However, I'm not sure how much value does the University put into those, and perhaps they should strategically focus more on supporting such programs.

Potential loss of income to schools through the reduction of all fees to the Arts level, and imbalances between outbound and inbound exchange students

Imbalances between outbound and inbound exchange students is a particular problem for the School of Languages and Comparative Cultural Studies (LCCS), which sends many students on exchange but receives few in return.

High workloads for academic and general staff in schools and faculties in relation to credit transfer[14]

Prior to a student's departure, it can be very difficult and time consuming to determine course equivalence/course credit at the school level; some institutions do not have course descriptions; some require translating. A question was raised about who pays for this – the student, faculty, or university. Secondly, there can be unforeseen crises once students arrive at their host institutions due to courses being withdrawn.

Barriers relating to staff perceptions regarding the value of offshore learning

Lack of clear articulation of the reasons/purpose of study abroad

Staff, particularly at the school level, felt that there was no clear articulation across UQ of the reasons and purpose/s as to why study abroad for students was important. Following is an example of such a comment:

> I think that we need a clear articulation of the reasons why this is important.

Academics' suggestions for addressing the challenges

The following suggestions were made by the academics concerning how to address the challenges which were outlined in the previous section:

Clear articulation of the reasons/purpose of study abroad

A number of staff, particularly at the school level, suggested that there is a need for clear articulation of the reasons, purposes and benefits of study abroad to students. They suggested that these need to be articulated by the University, if they were to convince students and staff of the value of offshore learning experiences.

Developing a University-wide database for recording faculty and school-instigated student mobility initiatives

Staff at faculty and school levels have highlighted the need for developing a University-wide database which would enable recording student mobility initiatives instigated by individual schools and faculties.

Dedicated faculty-based staff and resource allocation

In many cases, it was proposed that there is a need for dedicated faculty-based support staff to assist academics in initiating and sustaining student

mobility and other internationalising initiatives. A number of staff have also suggested that specific resources ought to be allocated to sustain mobility initiatives. The following quote summarises such a perception:

> I think that allocating specific resources to faculties or directly to schools would help. Perhaps, dedicated staff who could advise academics wanting to start up an initiative should be based at the faculty level.

A greater University support of shorter initiatives and programs

Staff suggested that shorter, more intensive student mobility programs ought to be given a priority and made more 'visible' across the University, given the current preference for such programs among students.

> We do not get the sense that these shorter initiatives are that valued by the University. And perhaps they should for all sorts of reasons, the cost and time being quite prominent among them.

Reducing the number of Memoranda of Understanding (MOUs) and selecting a limited number of institutions

A number of staff (among University senior leaders and also academic staff) have highlighted the need for reducing the number of MOUs with overseas institutions, and suggested selecting a limited number of key partners among institutions with which the University has strongest ties and active relations in terms of research and teaching. They suggested that the University should then devote more effort into strengthening these relationships at all levels. The following statements are representative of such opinions:

> I don't see yet that the existence of memoranda of understanding is improving our ability to operate with the universities with whom we have them compared to the ones we don't.

> I don't see any point in having large numbers of agreements with numerous universities around the world, if these will never develop into long-standing partnerships in research or student exchange. Sustainable initiatives can only work if they are nurtured and built from bottom up, initiated and sustained by academics.

Utilising ICT in a wider range of UQ programs

Greater utilisation of ICT has been suggested by a number of staff as one way of enabling all UQ students to gain international experience. For example:

> More extensive and better utilising of the ICT may become a way of enabling a majority or all UQ students to gain international experience at practically no or a very small cost.

Some suggested that existing examples of good practice in 'virtual mobility' ought to be made more 'visible' and these examples should be recorded in an easily accessible source, so that other staff could learn from these existing examples. A well-established example of efficient and effective utilising of ICT for a wide range of aspects in student mobility was highlighted by one of the interviewees. This is the Massachusetts Institute of Technology (MIT) International Science and Technology Initiatives (MISTI) program. Detailed information on the MISTI program is included in Appendix V.

STUDENT PERCEPTIONS

Although this report focused on the perceptions of academic staff in leadership positions, a limited amount of available data obtained from students has also been briefly considered. The intent is to provide some indication of students' perspectives on study abroad. Two reports were analysed: a student research report based on student focus groups titled Factors Influencing Participation and Non-Participation in the University of Queensland's Study Abroad Program (UQ, 2007);

and a report titled Perceptions of the University of Queensland's UQ Abroad Program and related student mobility issues by Nedhurst Consulting (2008), commissioned by the UQ Student Mobility Working Party.

One of the key questions needing to be addressed is why students do not take up opportunities to study abroad. To examine this, Nedhurst Consulting conducted three focus groups: one with UQ students going on exchange, one with students who have come back from an exchange and one with course coordinators. The student research team headed by Ms Zurvas, under academic supervision by Associate Professor van de Fliert, conducted a study to investigate the reasons why UQ students decided to participate or not in these programs. The aim of the research project was to examine the experiences among UQ students concerning exchange. The research was conducted through two focus groups with students in August 2007: one group of students who had studied abroad through UQ Abroad and the second one of those who no longer could. The findings of the research conducted by Nedhurst Consulting have supported previous findings by the UQ student research.

The main benefits and reasons for participation included:

- The perception of educational benefits or potential career advancement;
- Wanting to travel, have fun or have a break without interrupting studies; and
- Positive expectations through positive feedback from previous participants. (UQ, 2007; Nedhurst Consulting, 2008)

The main disadvantages and reasons for decision not to participate included:

- Unwillingness to interrupt or change their personal study plan;
- Unwillingness to spend time away from family and friends;
- Cost;
- Lack of interest or experience in travelling;
- Apprehension about living overseas;
- Lack of program flexibility;
- Delays in release of results and course approvals;
- Delays in the awarding of exchange scholarships/travel grants. (UQ, 2007; Nedhurst Consulting, 2008)

The 2007 student research has made the following recommendations for improving the services of UQ Abroad and generally encouraging more students to participate:

- providing more useful information to students, including improving advertising and promotion of the UQ Abroad program;
- improving communication with students and providing them with more support throughout the UQ Abroad process; and,
- actively encouraging study abroad and helping it to be seen as a more 'normal' and achievable goal, possibly by improving links between students who have studied abroad, students on inbound exchange and the general student population. (UQ, 2007)

Most of the findings in both reports concur with academics' perceptions of students' attitudes towards offshore learning, but they do not resolve the question of equity and financial accessibility. Neither of the available reports based on student perspectives provides conclusive evidence about the question of affordability. Ideally, a quantitative study of UQ students should be undertaken to inform any changes to UQ sponsorship for student mobility, particularly in relation to equity.

INTERNATIONALISATION OF ACADEMIC STAFF

Many interviewees felt that international experience was crucial in the development of IoC and the promotion of student mobility. International experience was understood to encompass the outbound travel of staff; the contributions of visiting academics to teaching, learning and research; and a more productive approach to staff diversity at the University, in order to enrich the curriculum.

Many believed that international travel and the development of international research networks could and should permeate the curriculum:

> We have academic swaps and have strong research links, for example, in the UK or Norway... We've got a lot of overseas trained PhD academics who work within the school. Now, that brings an international dimension into the curriculum.

Some provided excellent examples of this practice at UQ. One example of the way international research networks have been developed into quality teaching and learning outcomes at UQ can be found in the course titled *Law and Indigenous Peoples (Laws 5135)* delivered by Ms Stephenson in the School of Law in collaboration with several of her colleagues in overseas and Australian law schools. The classes are conducted in real time, using information technologies. (See Appendix VI for a more detailed description of this course).

Some interviewees pointed out that it is not just the outbound travel of staff that can inform the curriculum; we could also encourage visiting academics to contribute to teaching and learning while they are here, and develop a more productive approach to staff diversity on campus.

The following quotes provide a snapshot of the opinions regarding the internationalisation of academic staff at home, which emerged during the interviews with senior academic staff.

> We've talked about how we could make better use of the cultural diversity of our academic staff to enhance the teaching we were doing.

> We've also encouraged staff who are here on study leave or exchange from other institutions to contribute to the curricula.

In spite of widespread recognition of the value of staff mobility, there is no systematic recording of academic travel to or from the University. A majority of schools and faculties have admitted that they did not have systematic ways of recording where their staff travelled. Following are the most frequent responses of interviewees:

> No, we do not have any systematic way of recording where our staff go.I guess one of the challenges we face is we never know where our academics are and who they're speaking to because we have no record of where our academics are travelling to.

Interviewees generally suggested that finding out when or where staff in schools or faculties travel would be a highly involved process at the present time. Many have suggested that a systematic way of recording of staff travel would be beneficial to the individual schools, faculties and also to the whole University.

Despite lacking systematic recording processes of staff overseas or even interstate travel, there was a sense among a majority of the schools that staff travelled overseas quite a lot, as the following quote indicates.

> Our staff travel a lot, our only problem is that we never know exactly where they are.

This has suggested that developing a database, similar to the database proposed for student mobility, would also be beneficial for recording staff mobility. This database may replicate the features of the database for student mobility.

> Our staff travel a lot and their overseas experience does make significant input into our curriculum, for example through case studies that they might be using.

Finally, it has to be said, that in spite of the widely recognised benefits of internationalising academic and professional staff, some schools fail to support, or in some cases actively discourage academics from taking up international opportunities, for example through special study leave (sabbatical). As the reasons for this were not revealed during the interviews, the issue begs further consideration via other means.

IMPLICATIONS FOR HEADS OF SCHOOLS

The findings in relation to IoC, student mobility and the internationalisation of academic staff demonstrate the need to establish clear lines of responsibility and accountability in these areas, from the Office of the Deputy Vice-Chancellor (International) to the faculties and schools.

While leadership has developed, to varying degrees at the faculty executive level, there is a marked variation in understanding, commitment, and practice at the school level. These findings suggest there is a need to establish guidelines for Heads of Schools, such as those listed below.

WHAT CAN HEADS OF SCHOOLS DO TO PROMOTE IOC AND OUTBOUND MOBILITY?

- Recognise and reward international competence and activity in hiring, continuing opportunities and promotion.
- Recruit international staff.
- Promote the advising process to encourage students to take courses that are part of an international curriculum, either in the school, in other programs, or through outbound mobility.
- Build in outbound mobility /international experience into programs. Make sure such an option does not penalise but benefits students.
- Create linkages with schools and disciplines in other countries that will provide opportunities for staff and student mobility and collaborations.
- Promote the use of technology to enhance collaboration, especially for student engagement.
- Promote international experience for academic and professional staff, and encourage academic staff to take special study leave at institutions overseas.
- Record interstate and international activity in the school, such as visiting scholars, research and teaching collaborations, international grants and linkages, and outbound travel of staff.
- Develop linkages with at least three overseas schools to benchmark performance in terms of discovery, learning and engagement.

PATHWAYS TO LEARNING FOR GLOBAL CITIZENSHIP

What does it mean to internationalise the curriculum?

A significant focus of the educational program at the University of Queensland is to produce students who have the knowledge, skills, attitudes and habits of the mind to work in a global community, as 'global citizens' (1-4). In developing a policy framework to support this intention, we need to be mindful of the fact that learning for global citizenship will appeal more to some students than others. For some, an introduction to global issues in their discipline may lead to further study, or offshore/cross-cultural learning within their chosen program, while others may enter the University already intent on gaining a much more comprehensive global education. Likewise, some academics will be more international in their outlook and/or interested in cultural diversity than others. Academics' and students' interests and their capacity to pursue these goals will depend on the environment we create, their personalities, prior experiences, present commitments, as well as their chosen disciplines. The embedding of what is to be a 'global citizen' must come from the academics and will invariably differ from discipline to discipline, as some are more intrinsically international or global in focus than others.

In producing an educated person, the University is fully aware of the rapid rise of globalisation and is therefore cognizant of the importance of producing graduates that have an appreciation of the cultures, languages and the histories of other nations, regardless of their area of study. This overarching background with a strong disciplinary focus defines what it is to be a UQ graduate – The UQ Advantage.

In developing global citizenship, the curriculum plays a central role as most domestic students (currently ~80% of our students) do not avail themselves of a study abroad option; also an increasing number are mature aged and have family and part-time employment that militates against their full involvement in cultural activities on campus. This leaves the curriculum as the major venue to educate our students in, and to show empathy for, global awareness and cross-cultural differences.

To achieve this goal different pathways to global learning, teaching and research need to be identified or developed at the University of Queensland in order to meet disciplinary specific needs. The internationalisation of teaching and learning should be provided not only via the formal curriculum but also more informally, through extra-curricular activities. The proposed pathways below will provide all students and academics with a range of options, beginning with those whose primary interest is the international arena, and ending with those who perhaps have no prior interest in global studies.

THE FORMAL CURRICULUM

1 International Degrees with a compulsory 6-12 month experience abroad where students are expected to study in a second language or else acquire a second language while they are studying. The Bachelor of International Studies in the Faculty of Arts

will be available from 2010. UQ could expand this, following UNSW's example, which is set out below:

- 2004: Bachelor of International Studies in the Faculty of Arts and Social Sciences
- 2006: Bachelor of Commerce International in the Australian School of Business
- 2007: Dual Bachelor of Laws /Bachelor of International Studies in the Faculty of Law
- 2010: Bachelor of Science International in the Faculty of Science
- 2011: Plans for international degrees in Faculty of Built Environment and the College of Fine Arts

2 Enhanced institutional focus on languages.

If students are to graduate with an appreciation of the cultures and histories of other nations, it is important that they are provided with an opportunity to acquire a range of languages other than English. The elective component of large degrees such as the Bachelor of Arts and Bachelor of Science are ideally suited to language acquisition. For this to happen, academic advising must actively promote such a cause.

3 Concurrent Diplomas taken with chosen degree program.

The Diploma in Global Issues and the Diploma in Languages could be actively promoted, particularly in degrees that do not easily accommodate global electives or student exchange.

4 Student mobility programs.

In addition to expanding the current university-wide program, run by the Office of Undergraduate Education, and the shorter programs organised within schools and faculties which are based on *inter-disciplinary* work-place learning, field work, practicums/projects, and volunteering could be developed. Shorter mobility programs would be directed by academic staff, and would therefore be expected to provide additional flow-on benefits for teaching and research.

5 Research Institutes/Centres.

Existing and developing research strengths could be leveraged to enrich and globalise the curriculum. For example, the proposed *Global Change Institute* could be expanded to include interdisciplinary coursework offerings, based on projects that focus on significant global problems, such as climate change, global financial crisis, infectious diseases (HINI influenza virus) and poverty. This may be particularly attractive to students in the large non-vocational degrees, Arts and Science that have 30% and 25%, respectively, available for electives.

6 Research internships.

The University currently offers summer research internships run through the Office of Undergraduate Education and the opportunity to expand this program to overseas institutions should be actively pursued.

7 Identifying existing global learning pathways in existing programs.

There are certain programs or majors within programs that offer core courses which already develop students' global perspectives, intercultural skills and citizenship; for example, business/commerce, and international relations. In these programs, it will be important to make these pathways explicit to students.

8 Promoting and extending indigenous studies courses.

Existing courses should be actively promoted, and consideration should be given to extending available courses so they are more relevant to students outside of the humanities and social sciences. This approach is a clear and vital statement that we have inherited a rich indigenous culture, which needs to be recognized in our education programs to deepen the cultural attributes of modern UQ graduates.

9 New global gateway and capstone courses.

New, interdisciplinary courses could be developed to offer students opportunities to embrace cross-disciplinary perspectives on particular global problems and/or a particular geopolitical region.

10 Existing gateway and capstone courses.

In degree programs, which have gateway and capstone courses, these could become focal points for globalising the curriculum.

11 Dual/Joint degrees.
In programs that do not easily allow students to take any of the above pathways, dual/joint degrees should be actively promoted as a means for developing global citizenship. The possibility to do this through Universitas21 is now available.

12 Orientation/Academic Advising.
New students should be introduced to the importance of preparing for global citizenship and advised of the above pathways during orientation in their first semester at university. This is not a focus that should be relegated to second spot in developing a students learning experience.

EXTRA-CURRICULAR LEARNING PATHWAYS

1 Vice-Chancellor's Global Scholars Program.
This could be developed to support students with a real passion for global learning and or particular regions. It would provide a small number of very committed students with an intensive leadership program, and an avenue to promote and share their interests with other students and staff. Such a program would bring together our international and domestic students in a way that highlights the value of student diversity. It would make sense to align this program with a new strategic focus on particular institutions and regions.

2 International graduate resident tutor program.
This could be developed based on the MIT model, to tap into the rich cultural diversity of our RHD students in order to enrich the curriculum. In addition, foreign postdoctoral fellows could be used to mentor these RHD students, which would further enrich the multidisciplinary and multicultural focus of the program.

3 'Language exchange' for students.
For those students not wishing to study foreign languages for credit, or unable to do so, alternative not-for-credit pathways could be promoted more actively; for example, through peer-mentoring or language exchange programs. The opportunity to expand the role of the Institute of Modern Languages (IML) in delivering such programs should be explored.

4 Free language classes for UQ staff.
Offer free lunchtime language classes to staff. In addition to foreign languages, which could be offered through IML, the possibility of offering aboriginal language classes needs to be promoted.

5 'UQ strategic partners' series.
Deeper and broader engagement with the cultures, countries and regions of the University's strategic partners could be promoted through clusters of activities, such as lectures, films or language classes.

6 Undergraduate lecture series.
An undergraduate international lecture series (or Workshops) could be developed that utilizes the presence of foreign students and postdoctoral fellows on campus plus visiting academics.

7 'Your Discipline and the World' series.
Each faculty could present an annual seminar (open to all staff and students) on how their discipline/s intersects with global conditions.

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CONCLUSIONS

This report aims to contribute to the development and implementation of The University of Queensland Global Plan: 2010-2014, by providing a snapshot of the current 'state of play' regarding internationalisation of the curriculum at home and outbound mobility at UQ.

The report's key findings and recommendations, which are presented in the Executive Summary of this report, are based on a study, which investigated the perceptions of senior academics within the faculties, schools, institutes and some centres, as well as some professional staff in relation to these two issues. Data was collected primarily through interviews, but was supplemented by existing institutional data, documents and reports.

It is important to note that the research undertaken for this report aimed at depth, not breadth. The researchers examined in detail the perspectives of senior academic staff, but did not consider the rest of the UQ community or our stakeholders. Moreover, they focused on two aspects of internationalisation only. Obvious areas of strength in UQ's current strategic initiatives, such as international student recruitment and international capacity building, were not investigated. Nor were other areas of emerging importance, such as the development of foreign languages and relationships between domestic and international students[15].

This in-depth examination was justified by the review of the current literature and Australian university websites conducted for this report, which demonstrated that IoC and mobility will be issues of emerging strategic importance, nationally and internationally, over the next five years. However, it is expected that this focus be supplemented by the broader perspectives, which are expected to emerge through more extensive consultations with UQ staff and students.

The development and implementation of a university-wide approach to the findings in this report will require the engagement of all the UQ community and key stakeholders. Yet, perhaps the most important findings in this report have not been the solutions proposed by staff, but rather the questions which emerged as the research progressed. In the process of conducting the interviews, and analysing existing institutional data within the context of the current higher education literature, a number of critically important questions regarding the future direction of internationalisation at UQ came to light. These 'big questions,' outlined opposite, will be most productively addressed through discussions with the whole University community as well as our key stakeholders. Some of the recommendations in this report may well need to be reviewed in the light of such discussions.

KEY QUESTIONS

- **'Glocalising':** How should the dynamic relationship between the global and the local be defined within the Global Plan? In particular, what weight should be given to Indigenous and other local cultures within the Plan?
- **Defining:** How can we ensure that all students have opportunities to develop the knowledge, skills and habits of mind they will require as graduates, while recognising important disciplinary differences in relation to IoC? Should UQ pursue an 'embedded' or mainstreamed approach to IoC, and in all programs of study? Or would it be more appropriate to require students in some degree programs to undertake cross-disciplinary general education courses (as many higher education institutions in the US have done)? How much can be achieved through extra-curricular activities, study abroad and the Diplomas (concurrent diplomas) in Languages and Global Issues?
- **Strategic partnering:** The fact that UQ is a comprehensive university covering a wide range of disciplines presents particular challenges when it comes to identifying a limited number of strategic partnerships with overseas universities. How can the University meet this challenge in ways that best leverage the strengths and the interests of its many disciplines?
- **Supporting foreign languages:** How important are foreign languages to the development of UQ as a global university, and how will this agenda best be supported?
- **Diversifying:** In planning for the next five years, will it be important to determine an ideal mix of domestic and international student enrolments, in our coursework and research higher degree programs, at an institutional level, and if so, what should that be? How important is it to attract international students from diverse regions of the globe to UQ and to individual programs?
- **Increasing mobility:** Why is it important to increase outbound student mobility; i.e., students learning through study or work integrated learning programs offshore as part of a UQ degree program? What are the expected outcomes of outbound mobility? Can we identify a range of objectives appropriate to different types of learning experiences? Is it important to 'democratise' study abroad experiences and make them available to a wide range of students at UQ? If so, how do we address issues of equity? How can we ensure the benefits of sending students abroad with UQ scholarships are shared by the wider UQ community, particularly those who are precluded from study abroad?
- **Including and enriching:** How can the diversity of our students and staff be harnessed productively to create a harmonious and enriching campus life and support the goals of internationalisation of the curriculum?
- **Internationalising academic staff:** How can the internationalisation of academic and professional staff be supported and promoted and harnessed for the purposes of internationalising teaching, learning and research?
- **Managing diversity productively:** How can we manage the diversity of UQ more productively so that it impacts positively on teaching, learning, research and engagement opportunities? How can coursework and research higher degree students benefit more from visiting scholars at UQ?

APPENDIX I

INTERNATIONAL PROGRAMS AT UQ

DIPLOMA IN LANGUAGES

The Diploma in Languages is being introduced by the School of Languages and Comparative Cultural Studies, Faculty of Arts, at the University of Queensland from 2010. The Diploma is a strong encouragement and also an opportunity for UQ students but also for other continuing education students to enhance their language proficiency. UQ students can complete the Diploma concurrently with their Bachelor's degree. This may be for personal interest or to enhance students' career prospects.

The program is suited to students who have or have not previously studied a language, and whose degree program does not allow a language component. The Graduate Diploma in Languages is equal to a major (16 units /8 courses) in a language. Students who complete the Concurrent Diploma in Languages will earn a separate degree. Students can study the Diploma over the 3 years of their Bachelor's degree, they could take longer, or they may enrol in the Diploma after they finish their degree. The Diploma offers flexibility of study, and it is offered in the following eight languages: Chinese, French, German, Indonesian, Japanese, Korean, Russian and Spanish.

BACHELOR OF INTERNATIONAL STUDIES

The Bachelor of International Studies program will be introduced in 2010 and it will be run by the Faculty of Arts. It is a three-year (equivalent full-time) degree program which provides students with an interdisciplinary core of courses which offer students grounding in the cultural and communicative aspects of globalisation and the world system. Each student is also required to complete a major in a language other than English and in a discipline-based area of study. Each student will complete one semester of overseas study with a UQ partner institution. Below is a summary of the program components:

PART A

#16 from Chinese, French, German, Italian, Indonesian, Japanese, Korean, Russian, or Spanish

PART B

#16 from Asian Studies, International Inequality & Development, Economics, History, International Relations, or Peace and Conflict Studies

PART C

(4 x 2# course "core")

- COMU 1002: Communicating between Cultures
- ANTH 1030: Anthropology of Current World Issues
- INTS 2000: Preparation for Overseas Study
- INTS 3000: Consolidation of Overseas Study

PART D

#8 – Semester abroad or equivalent.

DIPLOMA IN GLOBAL ISSUES

The Diploma in Global Issues is commencing in 2009, Semester 2 and is run by the Faculty of Social and Behavioural Sciences. It is a multi-disciplinary program which will be taught concurrently with an Undergraduate program. It consists of 16 units, equivalent to 8 courses. It will be delivered in conjunction with six other U21 partners: University of Melbourne, University of British Columbia (Canada), The University of Hong Kong (China), the University of Nottingham (UK), Lund University (Sweden), Tecnologico de Monterrey (Mexico). The Diploma is designed to address the demand of Undergraduate students who have an interest in global studies and who wish to combine this study with a degree at UQ. Upon completion of the Diploma, students will receive a UQ Diploma and a certificate of participation from U21.

The objectives of the Diploma are to acquire:

- Knowledge of current theoretical principles related to globalisation;
- An ability to evaluate and synthesise literature concerning globalisation, and its relationship to environmental, economic, political and social change;
- An understanding of the interconnectedness between individuals, societies, and countries through examining the cultural, environmental, economic and political dimensions of globalisation.

To be eligible to enrol:

- students must be concurrently enrolled in an Undergraduate degree program at UQ
- have completed at least #16 units of study
- be at least six months (#8 units) away from completing the concurrent degree program
- have obtained a GPA of at least 5 across all subjects completed thus far in their concurrent degree program

Currently only offered to domestic students.

Students are expected to complete a portion of the program through at least one other partner university, whether online or by studying overseas on exchange.

APPENDIX II

INTERNATIONALISING THE CAMPUS

Regarding culturally and linguistically diverse (CALD) students at UQ, Dr Ip, Dr Chui and Dr Johnson have conducted a study focused on satisfaction of CALD students with their experiences at UQ (reported in Learning experiences and outcomes of culturally and linguistically diverse students at the University of Queensland: A preliminary study, 2009). The report has highlighted the fact that UQ must adapt to the needs and expectations of such students, if it is to remain competitive nationally and internationally. They have suggested that one way of approaching this issue is through supporting academic and professional staff through offering them development classes and workshops focused on cross-cultural issues. There were a number of issues that CALD students have pointed out in the report. They included the following:

- lack of internationalisation of many courses at UQ (courses narrowly focused);
- insufficient use of the ICT among academics;
- loneliness and isolation of CALD students (a lack of interaction with domestic students);
- financial issues;
- lack of multi-faith prayer rooms; and
- lack of variety of culturally diverse food outlets on campus.

The lack of interaction with domestic students was seen as a particular source of dissatisfaction for many international students. Ip and colleagues found that international students arrive with high expectations in this regard; for example, one student said:

> Everyone looks very happy on the brochures so I always imagined ... an interactive environment ... I can learn a lot about other cultures.

In reality, many international students found they interacted mainly with other international students; for example, international students said:

> It is difficult to get in with Australians as a whole. They are friendly, but there is a point where it stops. (Indian student)

> I mainly made friends with the indigenous students, only with the indigenous students. (PNG student)

These issues were also further highlighted by international students in the *International Student Barometer* conducted in 2009.

The *International Student Barometer* has indicated that, overall, students were highly satisfied with their studies at UQ (89%). The level of satisfaction was higher compared to tertiary institutions across Australia (87%). Overall, a majority of students would encourage others to apply to study at UQ (81%; 76% Australia-wide). Thus, students have overall indicated that UQ was a good place to study.

When looking at specific aspects of learning, satisfaction of UQ students was higher in a majority of the aspects studied. Furthermore, there were several aspects where satisfaction of UQ students was significantly higher than across all Australian tertiary institutions, these included, library services, technology and learning spaces. Students were least satisfied with the aspects of employability, careers advice and work experience.

In terms of living experiences, UQ students indicated a high level of satisfaction (89%; compared to 88% Australia-wide). However, there were a number of areas where students expressed a high dissatisfaction: ability to make Australian friends (37%), accommodation costs (39%) and financial support (41%). Concerning specific support from UQ, students were least satisfied with catering (32%) and accommodation services (exact percentage not reported).

In search of further information concerning aspects of internationalising the campus, the authors of this report have further contacted all faculties (and where advised, schools directly) and senior administrative staff at UQ to enquire about any other surveys and documentation concerning aspects of internationalising the campus at UQ, particularly interaction between international and domestic students. Faculties, schools and senior administrative staff have indicated that they had no knowledge of such surveys and documentation, beyond the two studies outlined above.

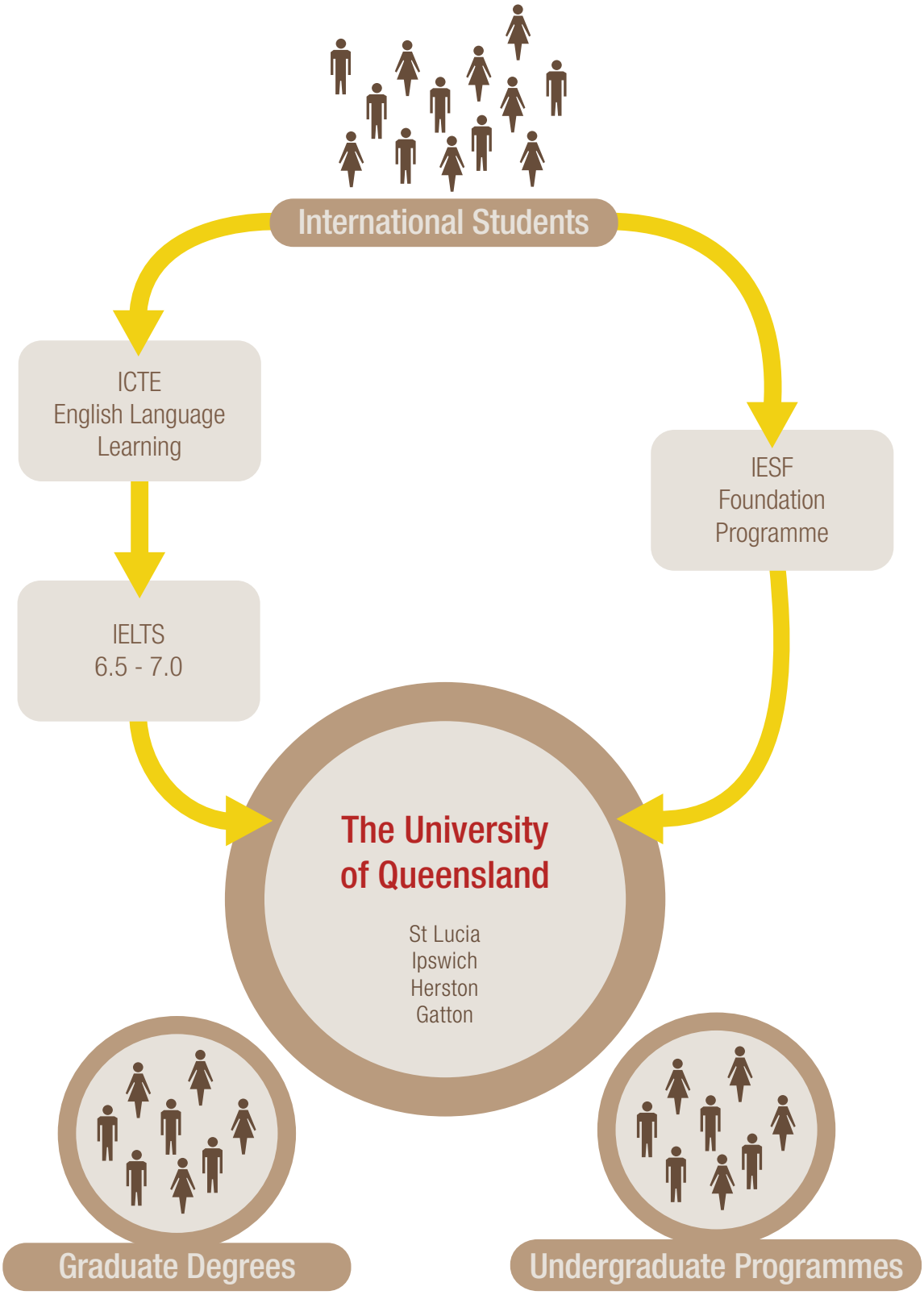
Therefore, it is concluded that information on aspects of internationalising the UQ campuses is fairly limited. However, the report by Ip and colleagues and the findings of the International Student Barometer are indicative of a number of areas where UQ ought to improve their approaches and services to international students. These include: facilitating more interaction between international and domestic students within, and outside of classes, and improving catering and accommodation services on campus. It may be argued that by improving these aspects, UQ will enhance the overall experience of international but also domestic students.

APPENDIX III

INTERNATIONAL STUDENT PATHWAYS AT UQ

UQ offers international students two different pathways to better equip them for their undergraduate or postgraduate study at the University. Firstly, the Institute of Continuing and TESOL Education (ICTE) offers international students a range of English Language programs to enable them to score 6.5 – 7 in the International English Language Testing System (IELTS). All international students are currently required to sit the IELTS test before enrolling into a UQ program.

Secondly, international students may undertake a Foundation Year program. The Foundation Year program, delivered by International Education Services (IES) in Brisbane, provides a bridge between secondary (high school/Year 12) studies and undergraduate study. The program is designed in collaboration with UQ faculties. Those students who achieve specified standards receive a Certificate IV in University Preparation and are guaranteed an offer in the University's corresponding undergraduate programs. The program also includes intensive English language instruction designed specifically for international students.


International Students
ICTE
English Language
Learning
IELTS
6.5 - 7.0
IESF
Foundation
Programme
The University
of Queensland
St Lucia
Ipswich
Herston
Gatton
Graduate Degrees
Undergraduate Programmes

APPENDIX IV

FUNDING FOR STUDENTS GOING ON EXCHANGE

FUNDING FOR STUDENTS GOING ON EXCHANGE		
Award /Funding Body	**Eligibility**	**Amount per student**
UQ Abroad Scholarships	Ruled by Senate; student must have completed 16 units in current degree at UQ. http://www.uq.edu.au/uqabroad/docs/UQ%20Student%20Exchange%20Scholarship%20rules%202007.pdf Available to both domestic and international students. Because of the 16 unit requirement, it is very rare for one of these scholarships to be awarded to a postgraduate coursework student Half of the scholarships are 'strategic' and the awarding of these scholarships depends on the student's choice of destination. 2 scholarships per year available for students of ABTSI background (as recorded in Si-Net)	$5 000 a total of 47 scholarships awarded per year.
UQ Abroad Travel Grants	Must have completed at least 12 units (undergraduate) or 6 units (postgraduate coursework) Available to both domestic and international students Not destination dependent	$1 000 a total of 150 awarded each year – 60 in Semester 1 and 90 in Semester 2)
DEEWR Scholarships	Only available for Australian citizens and permanent residents Students must be going to the country for which the grant was awarded (predominantly Asian). In 2010 the destinations are as follows: Korea, Singapore, New Zealand, Chile, USA, Canada, Japan, Hong Kong, China.	$3 000 – $6 000 DEEWR provides $5 000 per grant and UQ contributes an additional $1 000 DEEWR allows the funding to be divided for greater distribution For the 2010 round UQ received a total of $230 000 including $30 000 for incoming students.

FUNDING FOR STUDENTS GOING ON EXCHANGE		
Award /Funding Body	**Eligibility**	**Amount per student**
OS-HELP Loans	Must be undergraduate; Australian citizen or holder of permanent humanitarian visa; cannot get loan in first year of degree; must have one full semester to complete after returning from exchange.	In 2010, students can receive up to $5 523 per six month study period Can receive a loan for a maximum of two study periods
EAIT Scholarships	Students must be studying EAIT related courses on exchange	$2 500 Usually 10 awarded per year
BEL Scholarships	Students must be studying BEL related courses on exchange	$2 500 Usually 6 awarded per year
SBS Scholarships	Students must be studying SBS related courses on exchange	$2 500 Usually 6 awarded per year
School of Economics – Jubilee Scholarship	Students must be studying Economics on exchange	Return airfare plus monthly stipend of $1 000. One awarded per year
School of Economics – Thomas Riha Bursary	Students must be studying Economics at one of Charles University, the University of Economics, Prague or Bocconi University	$3 000. One awarded per year
School of Human Movement Studies	Student must be studying at the University of Saskatchewan	$1 500

APPENDIX V

MISTI

The Massachusetts Institute of Technology (MIT) International Science and Technology Initiatives, otherwise referred to as MISTI, is MIT's largest international programme. MISTI is a pioneer initiative in applied international studies.

Working closely with a network of premier corporations, universities and research institutes, MISTI matches over 400 MIT students with internships and research abroad each year. MISTI also provides links to seeding funding for faculty to jump-start international projects and encourages student involvement in faculty-led international research.

A key feature of the MISTI Program is the ongoing engagement of participants with their home campus while they are away. A range of ICTs, such as student blogs and 'second life' are used to promote synchronic and a-synchronic communication between students and faculty at home, thereby enriching the learning experience of participating students as well as those at home.

This commitment to fostering ongoing connections between MISTI students and the home institution means that MIT has developed strategic partnerships with a limited number of institutions; MIT has representatives in each of the ten countries where students can take up study abroad, research and internship opportunities. The MISTI portal incorporates all necessary information relating to study abroad, internships, and sponsorships. It gives students the opportunity to include their travel abroad component into a Minor in International Studies, or participate in intensive workshops which are based on a global collaboration. The portal also provides a link to student ambassadors for MISTI.

More detailed information can be found on: *http://web.mit.edu/mist*i

APPENDIX VI

GOOD PRACTICE IN IaH AT UQ

The first example of good practice in internationalising the curriculum 'at home' (IaH) comes from the Faculty of Social and Behavioural Sciences.

Foreign Policies of the Great Powers (POLS 3202)

This course is coordinated by Dr Jean-Louis Durand, School of Political Science and International Studies, Faculty of Social and Behavioural Sciences. It explores the foreign policy intentions, choices and behaviour of key actors in the international system as they strive to cope with, shape and reshape the international order. The changing international system and its implications for global stability and the stability of selected regions are of central concern, and issues that dominate international relations in the 21st century are explored (e.g. terrorism, weapons proliferation, the competition for energy resources, and regional and international hegemony).

The course aims to prepare final-year students in International Relations for the kind of situations they may encounter in the field of foreign policy development, by focusing on critical thinking, problem-solving and collaborative learning.

The course capitalises on the diversity of cultural and disciplinary perspectives of staff and RhD students in the faculty, as well as professional foreign policy experts, in order to create an authentic learning environment in the Advanced Concepts Teaching Space (ACTS) facility. Throughout the semester, nine case studies are first presented and discussed by academic and foreign policy experts who offer different, sometimes conflicting perspectives on particularly complex international situations. Students then work in teams to revise and re-develop their original analysis using the collaborative, real-time technology of the ACTS facility. This course has attracted high praise; both the students and the staff involved emphasised the transformational learning that occurs throughout the course, and the confidence students developed as a result of this.

The second example is situated in the Faculty of Business, Economics and Law, School of Law, and at UQ is coordinated by Ms Margaret Stephenson.

Law and Indigenous Peoples (Laws 5135)

The course involves a comparative study of the relevant laws and policies governing the rights of and the issues faced by the Indigenous peoples of Australia, USA, Canada and New Zealand, both nationally and under international law. All four countries involved in the course share a similar history of British colonisation and a similar legacy of English common law yet each country has, in relation to its Indigenous peoples, developed differently from that same origin. This course is taught simultaneously via a video-conferencing facility in collaboration with academics at six universities in the four countries outlined above: University of Ottawa and University of Saskatchewan

(Canada), University of Oklahoma (USA), University of Auckland (Aotearoa/New Zealand), Monash University and University of Queensland (Australia).

As globalisation increases, the principles and practices of various Aboriginal peoples around the world are being adopted and shared by many Indigenous peoples. This course aims to enhance students' international, global and intercultural dimensions and to prepare students to be 'globally competent' in the 21st Century. The course positions students to be better placed in their future careers to deal with the rapid changes in Indigenous legal rights. The course explores similarities and differences in the experiences of the four jurisdictions, challenges students' understandings of why those differences have occurred and requires them to critically evaluate past successes and errors in relation to Indigenous laws and policy.

This comparative approach affords a better understanding of the development of Indigenous jurisprudence in the Australian jurisdiction, and allows students to increase their cross-cultural understandings in relation to Indigenous issues.

Utilising video-conferencing, this course makes a significant contribution in the internationalisation of the curriculum, in promoting global student learning and in offering students a 'virtual overseas education' experience without leaving UQ (or the other involved institutions). Students are taught in an international classroom, exposed to different teaching and learning methods, different cultures in education and they interact directly both with international instructors and international students. The course links students internationally in a number of ways: by encouraging student discussion via video link during class time, by listing students' areas of Indigenous interest on the course's website and by encouraging students to collaborate and support each other in writing a comparative law paper. Students are thus 'matched' whenever possible based on the common interests in their comparative research papers.

Student learning is also enhanced by the opportunity to learn directly from instructors who are global leaders and experts in Indigenous peoples' rights. Students love the challenge of learning globally and have embraced the different methodologies of learning that the course offers. Their responses to the video-conferencing experience and the whole course have been consistently positive.

The third example is of a 1st Year course in the Faculty of Engineering, Architecture and Information Technology.

UQ Engineering and Engineers without Borders (EWB) Design Challenge in 1st Year Engineering

Whilst the UQ Faculty of Engineering, Architecture and Information Technology realized that international experience is important for their students, they acknowledged that it is impossible for all undergraduate engineering students (around 1000) to undertake international travel for study or work experience as part of their degree. Therefore, they have devised to bridge this 'gap' by bringing the international experience into the classroom via the Engineers without Borders (EWB) projects. The EWB Challenge is incorporated in the *Introduction to Professional Engineering course (ENGG1000)* coordinated by Professor Caroline Crosthwaite.

The EWB is a professional engineering body, which works in collaboration with UQ Faculty of Engineering, Architecture and Information Technology to provide a compulsory core activity in UQ's 1st Year Bachelor of Engineering. Australia's National Design Challenge (*www.ewb.org.au/ewbchallenge*) is offered by EWB (Australia). It targets 1st Year university students and is delivered in partnership with Australasian engineering schools. Every year, EWB nominates one of their partner organisations in a developing community and proposes a range of projects, which form the basis for the year's EWB Design Challenge.

EWB develops and provides a suite of resources including online information about the community and the partner organisation's work. EWB also

offers facilitated discussion with their partner and the community through an online forum. The EWB Challenge is designed to offer students the opportunity to actively engage in real, collaborative, project work that can contribute positively to these communities. Socio-economic, political and cultural considerations must be taken into account. Hence, diversity is incorporated into the curriculum in ways that are of central concern to professional engineers.

The course is built largely around team projects in which sustainability in design and development are central. The team project and lectures are structured around the engineering life cycle and as the semester progresses students are exposed to the various stages. In the project, students meet as a team of approximately five students each week under the guidance of engineering staff and tutors to tackle a project of real significance to a developing community. The lectures, including a series on sustainability in engineered systems, workshops and assignments are designed to give students tools and skills to use in their engineering design project and to stimulate their thinking about professional issues that they will face as graduate engineers.

The EWB Challenge scaffolds teaching and learning activities and assessment in the compulsory 1st year course. It engages students actively in real, collaborative projects and provides them with hands-on exposure to the nature, scope, demands, responsibilities and impact of professional engineering. The fact that the client location is a developing country, with which most students are unfamiliar, brings a valuable, authentic and often elusive international dimension into the curriculum. UQ Engineering offers 10 different Challenge projects (*http://www.uq.edu.au/engineering/engg1000-team-projects*) each year across a range of engineering specialisations as part of ENGG1000.

The student groups work on their projects over a period of 11 weeks and at the end of semester present a design recommendation in the form of a written report and an oral presentation to their peers.

To facilitate student acquisition of knowledge and understanding of the developing community and in particular the social, cultural, economic and environmental contexts, EWB provides a range of online resources, which have been supplemented by an online interactive multimedia scenario using SBLi, developed at UQ. The scenario (*http://www.ewb.org.au/ewbchallenge/onlinesce*) aims to:

- give students a better sense of the unfamiliar contexts for which they are designing,
- pre-empt some of the anticipated questions and
- prompt students to a deeper understanding of sustainability and usability considerations.

The course has been praised by students as highly engaging and motivational.

Another example is of a twinning program in the Faculty of Science coordinated by Associate Professor Lesley Lluka.

UQ/Taylor's University College Twinning Programme

The University of Queensland and Taylor's University College (TUC), Malaysia, have an agreement to deliver Twinning Programs in Biotechnology and Biomedical Science, with students undertaking 2-4 semesters of study in Malaysia and then completing their 4-year program at St Lucia. As part of the twinning programs, the students are enrolled at UQ from the start of their studies and study the same courses as students at St Lucia. These courses are offered at TUC in the same semesters as they are offered at UQ. This provides opportunities for students enrolled in these courses at St Lucia and TUC to interact in activities that facilitate internationalization of the curriculum for the students in a range of different ways. The first intake into the program was in

semester 1 of 2008 and the full range of courses will be offered at TUC by 2nd semester 2010. Examples of internationalization of the curriculum activities within the program so far include:

1. Videoconferencing of Peer Assisted Study Sessions (PASS) sessions in BIOL1020, BIOL1030, BIOL1040, CHEM1020, CHEM1030, STAT1201.
2. Course Discussion Boards and Blackboard sites across campuses.
3. BIOL1040 – Biohorizons econference
   This student conference incorporates many features of a scientific research conference to give 1st Year students an understanding of this important forum for communication between scientists. The only part of the conference that is not in electronic format is the plenary lecture, which is sent by live feed to the students at TUC. Students then register into one of the cluster themes of the conference, in a broad range of areas relevant to the focus of the course, working in groups of three students.
4. CHEM1020
   In 2nd semester 2008, students at St Lucia were offered the opportunity to work in a group with a student from TUC in a CHEM1020 poster assessment task that was prepared electronically.

Student Support

The last example of internationalising the curriculum 'at home' is of a support group in the School of Education (Faculty of Social and Behavioural Sciences) targeting Non-English Speaking Background (NESB) international students.

Non-English Speaking Background Student Support Group

This is an initiative run out of the School of Education. In particular, it was instigated by Dr Kerryn McCluskey, who perceived the need for extra support among pre-service Non-English Speaking Background student teachers in the lead-up to their 15 weeks of teaching practicum. The NESB student cohort makes approximately 10% of the School of Education pre-service cohort. The Support Group focuses on support of students in understanding differences in cultures – the culture of education, ethnic culture and workplace culture. In particular, it provides information on aspects of the education system peculiar to Queensland schools. The aims of the Support Group are: to assist NESB students to participate fully in all aspects of the teacher preparation programme; to assist students to develop a better understanding of the learning environment in which they will work during their practicum and to develop their confidence to participate as a beginning professional in the practicum; to provide on-call support prior to, during and after each practicum (including individual meetings and telephone support 7 days a week). This Support Group is 'outside' the boundaries of compulsory and elective coursework of the teacher preparation program. It is fee free and assessment free, and participation is voluntary. However, Dr McCluskey ensures that all course coordinators in the program know about this Support Group and refer any NESB students in their classes whom they regard as being potentially at risk during the practicum. Students from other universities have also joined the Group on a number of occasions.

APPENDIX VII

DEFINITIONS OF TYPES OF STUDENT MOBILITY

Semester or Year Exchanges refers to outbound mobility programs based on a formal, reciprocal exchange agreement between the University and an international partner. The scorecard in Appendix VIII reflects a count of 'exchange semesters' in 2008. Students may elect to undertake a formal exchange program of two semesters or may undertake multiple exchange programs with multiple international partners. As such, students may be duplicated in the data presented in the first column of Appendix VIII. Exchange semesters are attributed to enrolling sections based on the program in which the student is enrolled. Where applicable, the exchange semester is attributed to the School (for example, Bachelor of Information Technology students are attributed to the School of Information Technology and Electrical Engineering) and to the Faculty (for example, Bachelor of Engineering students are attributed to the Faculty of Engineering, Architecture and Information Technology). When a student is enrolled in a dual degree program, the exchange semester is split between the two enrolling sections (for example, one exchange semester for a student in the Bachelor of Arts /Bachelor of Laws is attributed at 0.5 to the Faculty of Arts and 0.5 to the TC Beirne School of Law).

Other Semester or Year Programs refers to mobility programs of one or more semesters in duration which are not organised as part of a formal, reciprocal University exchange agreement. These are generally arranged directly by a Faculty or a School, for example by an individual lecturer. The data in the mobility scorecard (Appendix VIII) is an unduplicated count of mobility programs undertaken. Individual students may take part in more than one such mobility program.

Short-Term Programs refers to any mobility program of less than one semester in duration (the length of time generally ranges from several days to around a month) which is not a professional placement or practical training. These include, for example, field trips organised by individual lecturers, competitions, conferences, study tours and summer/winter schools. The data in the mobility scorecard is an unduplicated count of student mobility programs undertaken. Individual students may take part in more than one mobility program.

Placements or Practical Training. These include internships and professional training programs. The data in the mobility scorecard (Appendix VIII) is an unduplicated count of mobility programs undertaken. Individual students may take part in more than one mobility program.

Research is a mobility program specifically tied to a research activity and is most usually associated with Research Higher Degree candidates. Undergraduate Honours students and postgraduate coursework students where a research/thesis component exists may also undertake mobility programs in this category. The data in the mobility scorecard (Appendix VIII) is an unduplicated count of mobility programs undertaken. Individual students may take part in more than one mobility program.

APPENDIX VIII

OUTBOUND MOBILITY OF UQ STUDENTS

UNDERGRADUATE						
Faculty /Institute /School	Semester or Year Exchanges	Other Semester or Year Programs	Short Term Programs	Placements or Practical Training	Research	Other
Faculty of Arts	**129**					
English, Media Studies and Art History	-		4			
History Philosophy Religion and Classics	-					
Languages and Comparative Cultural Studies	-		26			
Music	1					
Faculty of Biologial and Chemical Sciences	**39**					
Biomedical Sciences	-					
Marine Studies	-					
Integrative Biology	-					
Molecular and Microbial Sciences	-					
Faculty of Business Economics and Law	**-**					
Business	47.5					
Economics	16					
Law	40				2	
Tourism	1					
Faculty of Engineering, Physical Sciences and Architecture	**33**					
Engineering	-	10	10		9	
Geography, Planning and Architecture	20	13		5	2	
Information Technology and Electrical Engineering	1.5					
Physical Sciences	-					

UNDERGRADUATE						
Faculty /Institute /School	Semester or Year Exchanges	Other Semester or Year Programs	Short Term Programs	Placements or Practical Training	Research	Other
Faculty of Health Sciences	**-**					
Dentistry	-					
Health and Rehabilitation Sciences	-				9	
Human Movement Studies	6.5	1			2	
Medicine	-			366		
Nursing and Midwifery	-	2				
Pharmacy	-					
Population Health	-					
Faculty of Natural Resources, Agricultural and Veterinary Science	**3**		**35**	**25**		
Animal Studies	-					
Land, Food and Crop	-					
Natural and Rural Systems Management	-					
Veterinary Science	-					
Faculty of Social and Behavioral Sciences	**2**					
Education	3.5					
Journalism and Communication	11.5			21		
Political Science and International Studies	-					
Psychology	5					
Social Science	5.5					
Social Work and Applied Human Services	1			1		

UNDERGRADUATE						
Faculty /Institute /School	Semester or Year Exchanges	Other Semester or Year Programs	Short Term Programs	Placements or Practical Training	Research	Other
Faculty of Arts						**70**
English, Media Studies and Art History					4	
History Philosophy Religion and Classics					10	
Languages and Comparative Cultural Studies					6	
Music						
Faculty of Biologial and Chemical Sciences						
Biomedical Sciences						
Marine Studies						
Integrative Biology					4	
Molecular and Microbial Sciences					5	
Faculty of Business Economics and Law					**1**	
Business		2	15		2	
Economics		1				
Law					1	
Tourism						
Faculty of Engineering, Physical Sciences and Architecture						
Engineering					10	
Geography, Planning and Architecture		1			2	
Information Technology and Electrical Engineering					2	
Physical Sciences					2	
Faculty of Health Sciences						
Dentistry						
Health and Rehabilitation Sciences					11	
Human Movement Studies					10	
Medicine					1	
Nursing and Midwifery						
Pharmacy						
Population Health					9	

UNDERGRADUATE						
Faculty /Institute /School	Semester or Year Exchanges	Other Semester or Year Programs	Short Term Programs	Placements or Practical Training	Research	Other
Faculty of Natural Resources, Agricultural and Veterinary Science						
Animal Studies					3	
Land, Food and Crop						
Natural and Rural Systems Management					3	
Veterinary Science					2	
Faculty of Social and Behavioral Sciences		1				
Education					2	
Journalism and Communication					1	
Political Science and International Studies		6			3	
Psychology		1			3	
Social Science					16	
Social Work and Applied Human Services					4	
Institutes						
Australian Institute for Bioengineering and Nanotechnology					3	
Institute for Molecular Bioscience					5	
Diamantina Institute for Cancer, Immunology and Metabolic Medicine					1	
Institute for Social Science Research						
Queensland Brain Institute						
Sustainable Minerals Institute						

APPENDIX IX

SHORT-TERM MOBILITY PROGRAMS AT UQ

FACULTY OF NATURAL RESOURCES, AGRICULTURE AND VETERINARY SCIENCE

AGRC3000, Food and Fibre Case Studies 111 (Part of Bachelor of Agribusiness Program; course coordinator Assoc Prof Tony Dunne)	
Purpose	Students go overseas to conduct marketing research for a commercial company. This is the capstone course of the Bachelor of Agribusiness Program
Frequency	Annually, since 1993
Number of Students	10 – 30 per year (depending on enrolments). Students travel in groups of 4-5. 350 students completing 60 projects for 50 clients since 1993.
Countries	Pakistan; India; Singapore; China; France; Italy; Netherlands; Korea; Thailand; Malaysia; Philippines; Myanmar; Indonesia; Viet Nam; Japan; Dubai
Funding	$10 000 by commercial company; $800 by students; Staff expenses paid by the school; Project cost neutral
Duration	10 – 14 days
Staff Involvement	1 staff members per group
Student Eligibility	Grade point average above 4.0; students have passed all required subjects at UQ; maturity – students are individually interviewed. All students enrol in AGRC3000
Evaluation /Other Comments	Students are required to evaluate their experience on return to UQ – evaluations highly positive. Evaluated by TEVAL most years; published in reviewed literature; awarded Carrick Award in 2007.

AGRC2015 (course coordinator Dr Peter Murray)	
Purpose	Students go overseas to conduct marketing research for a commercial company. This is the capstone course of the Bachelor of Agribusiness Program
Frequency	Annually, since 1993
Number of Students	10 – 30 per year (depending on enrolments). Students travel in groups of 4-5. 350 students completing 60 projects for 50 clients since 1993.
Countries	Pakistan; India; Singapore; China; France; Italy; Netherlands; Korea; Thailand; Malaysia; Philippines; Myanmar; Indonesia; Viet Nam; Japan; Dubai
Funding	$10 000 by commercial company; $800 by students; Staff expenses paid by the school; Project cost neutral
Duration	10 – 14 days
Staff Involvement	1 staff members per group
Student Eligibility	Grade point average above 4.0; students have passed all required subjects at UQ; maturity – students are individually interviewed. All students enrol in AGRC3000
Evaluation /Other Comments	Students are required to evaluate their experience on return to UQ – evaluations highly positive. Evaluated by TEVAL most years; published in reviewed literature; awarded Carrick Award in 2007.

FRST3004 and FRST7003 Asia Pacific Tropical Forestry Tour	
Purpose	Course is offered as an elective as part of Undergraduate and Postgraduate programs.
Frequency	Annually, run by the School of Integrative Systems for the past 5 years.
Number of Students	Average 8 per year. 10 in 2009.
Countries	Philippines
Funding	Students pay. Staff costs covered by the school.
Duration	12 days
Staff Involvement	Staff accompany students.
Student Eligibility	Elective possible to enrol in across UQ, also students from other universities may enrol.
Evaluation /Other Comments	Not formally evaluated, however all students highly satisfied.

Forestry Tour (course coordinator Mr Peter Dare)	
Purpose	To expose students to forestry management in a developing country.
Frequency	Annually, since 2004
Number of Students	7-8 per year. Total numbers larger since 2006 (around 20) due to students from Uni of Melbourne, Southern Cross and ANU taking part.
Countries	Mostly Philippines; Thailand in 2008.
Funding	Students are self-funded.
Duration	2 weeks
Staff Involvement	1 from UQ and 1 from another institution.
Student Eligibility	Knowledge of forestry; no other special requirements.
Evaluation /Other Comments	Evaluated by students – very positive experience

FACULTY OF HEALTH SCIENCES

School Of Nursing And Midwifery

Student Exchange	
Purpose	University of Pennsylvania- elective semester in year 3; University of Auckland- part of Year 3 (semester 1 or 2).
Frequency	University of Lund, University of Virginia (planned for 2011).
Number of Students	Commencing in Semester 2 2009; Semester 1 2010; Annually.
Countries	Maximum 2-3.
Funding	USA; New Zealand; Sweden.
Duration	Mainly self-funded; only University of Pennsylvania partly funded through UQ Abroad.
Staff Involvement	One semester.
Student Eligibility	Year 3 Bachelor of Nursing; UQ Abroad requirement.
Evaluation /Other Comments	Currently working out how to accommodate Bachelor of Midwifery and dual degree students in all initiatives.

Community Clinical Placement in Cambodia	
Purpose	Planned to be a 'credit transfer' and contribute to 4 weeks of clinical hours pending Qld Nursing Council approval.
Frequency	First program from 2nd -29th Jan 2010; Annually thereafter.
Number of Students	15
Countries	Cambodia
Funding	Self-funded
Duration	28 days

Staff Involvement	2
Student Eligibility	Year 2 Bachelor of Nursing going to Year 3.
Evaluation /Other Comments	Not yet conducted.

MA for Nurse Practitioners

Purpose	Planned for 2010.

School of Dentistry

Dentistry Without Borders Initiative

Purpose	Planned for 2010
Frequency	Annually, during Australian Summer
Country	United States

U21 Initiatives (coordinator Assoc Prof Farah)

Purpose	In negotiation

School of Human Movement Studies

AIESEP (Pedagogy) Conference

Purpose	Observation and conference organisational support.
Frequency	2008
Number of Students	2 Undergraduate students
Countries	Japan
Funding	School offsets student's costs
Duration	1 week
Staff Involvement	5 staff
Student Eligibility	Students of pedagogy; university criteria of high achievement.
Evaluation /Other Comments	No

Human Movement Studies Research Student Travel Award

Purpose	Postgraduate conference participation.
Frequency	Annually
Number of Students	6 per year
Countries	United States; Canada; Europe
Funding	Commonwealth Games Conference Trust Fund and matching funding from school of Human Movement Studies.
Duration	1 week
Staff Involvement	No
Student Eligibility	University criteria of high achievement
Evaluation /Other Comments	No

Research Higher Degree Allowance

Purpose	Overseas research costs
Funding	$3 000 to Phd and $2 000 to MPhil

University of Saskatchewan Exchange Program	
Frequency	Annually
Number of Students	1 per year
Countries	Canada
Funding	$1 000 provided by school towards flights and accommodation
Duration	1 – 2 semesters
Staff Involvement	Professor Bailey
Student Eligibility	Assessed based on relevance to student's field of research
Evaluation /Other Comments	Reviewed by the university/school every 3-5 years.

Olympic Studies Conference	
Purpose	Conference and study program. Relevance to HIST3003 course.
Frequency	Annually
Number of Students	3 in the past 5 years
Countries	Greece
Funding	Funded externally by International Olympic Committee (nomination by Human Movement Studies).
Duration	2 – 3 weeks
Student Eligibility	Demonstrated research interest

School of Medicine	
Year 1 elective	
Purpose	Professional practice/training; for credit.
Frequency	Annually
Number of Students	187 (2008); 208 (2007); 136 (2006); 110 (2005).
Countries	57 countries since 2005
Funding	Medical students generally unable to access current UQ Abroad or Federal Government funding, as program does not fit within the semester model. Only 2 medical students have been able to access OS-HELP funding.
Duration	4 weeks (minimum).
Staff Involvement	Supervised by highly qualified staff on-site (requirement of selecting schools/hospitals with quality reputations).
Student Eligibility	First year MBBS students

Year 4 Elective	
Purpose	Professional practice/training; for credit.
Frequency	Annually
Number of Students	111 (2008); 80 (2007); 65 (2006); 62 (2005).
Countries	62 countries since 2005
Funding	Medical students generally unable to access current UQ Abroad or Federal Government funding, as program does not fit within the semester model. Only 2 medical students have been able to access OS-HELP funding.
Duration	4 weeks (minimum).
Staff Involvement	Supervised by highly qualified staff on-site (requirement of selecting schools/hospitals with quality reputations).
Student Eligibility	Fourth year MBBS students

Year 4 Med Spec 1 Rotation	
Purpose	Professional practice/training; for credit.
Frequency	Annually
Number of Students	20 (2008); 14 (2007); 5 (2006)
Countries	United States
Funding	Medical students generally unable to access current UQ Abroad or Federal Government funding, as program does not fit within the semester model. Only 2 medical students have been able to access OS-HELP funding.
Duration	4 weeks (minimum).
Staff Involvement	Supervised by highly qualified staff on-site (requirement of selecting schools/hospitals with quality reputations).
Student Eligibility	Fourth year MBBS students

Brunei Rotations	
Purpose	Professional practice/training; for credit.
Frequency	Annually (since 2002)
Number of Students	48 (2008); 26 (2007); 19 (2006)
Countries	Brunei
Funding	Medical students generally unable to access current UQ Abroad or Federal Government funding, as program does not fit within the semester model. Only 2 medical students have been able to access OS-HELP funding.
Duration	4 weeks (minimum).
Staff Involvement	Supervised by highly qualified staff on-site (requirement of selecting schools/hospitals with quality reputations).
Student Eligibility	All MBBS students

School of Population Health

Master of Population Health and Master of International Population Health Overseas Research Component	
Purpose	Students undertaking their MPH or MIPH have the option of undertaking single or group dissertation research in developing countries supervised by UQ staff and the staff of collaborating institutions. MPH/MIPH dissertations, for which students obtain credit. It is available annually; prior to 2005 was a requirement of students studying international or tropical health, but is now elective.
Frequency	Continuously
Number of Students	3 – 10 per year
Countries	Vietnam, Philippines, New Guinea, previously Thailand, Indonesia, Malaysia
Funding	Some students able to use scholarship funding (e.g. AusAID); some funds from related research project funding; some from school; students sometimes able to access mobility funding from UQ.
Duration	8 – 12 weeks
Staff Involvement	UQ staff visit 1-3 times during the student projects. Local collaborating institutions provided supervision and support.
Student Eligibility	All MPH/MIPH students undertaking a dissertation.

School of Health and Rehabilitation Sciences

Physiotherapy Placement Program	
Purpose	Full-time emersion clinical placements as part of final-year clinical practice courses; part of Graduate Entry Masters and Bachelor of Physiotherapy programs.
Frequency	Annually. Significant time and effort is invested into negotiating these.

Number of Students	1 – 14 per year. Approximately 35 placements in the past 5 years.
Countries	Canada, UK, USA, Hong Kong, Singapore, Taiwan.
Funding	Self-funded
Duration	5 – 12 weeks
Staff Involvement	No
Student Eligibility	All students in their final year; GPA requirement of 5.75.

Occupational Therapy Placement Program

Purpose	Professional placements for Graduate Entry Masters and Bachelors programs students.
Frequency	Annually. Significant time and effort is invested into negotiating these.
Number of Students	12
Countries	Canada, Hong Kong, India, France.
Funding	School-funded positions support these initiatives; student pay for their travel and accommodation.
Duration	7 – 10 weeks
Staff Involvement	No
Student Eligibility	All UQ students
Evaluation /Other Comments	Students complete reviews of the placements.

FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES

Unicapitol Washington Internship Placement Program

Purpose	Internship
Frequency	Annually
Number of Students	12 (over the past 5 years)
Countries	United States
Funding	SBS faculty funding and central funding
Duration	2 months
Staff Involvement	No
Student Eligibility	Domestic students from any discipline across UQ eligible to apply; however no guarantee of a place (scheme very competitive).
Evaluation /Other Comments	Participants encouraged to give feedback on return and participate in information sessions for following cohorts.

The University of Wales, Aberystwyth Short Term Visits Program

Purpose	To conduct PhD research in social and behavioural sciences.
Frequency	Not known.
Number of Students	Not known.
Countries	Wales
Funding	Limited funding provided by the School of Political Science and International Studies.
Duration	Short-term
Staff Involvement	No
Student Eligibility	PhD students; full-time candidates who have successfully completed a confirmation, Thesis Proposal Review (Statement of Intent); not earlier than in the 2nd year of their full-time candidature.

Harbin Institute of Technology, China Visit	
Purpose	To promote research excellence; awarded to best students.
Frequency	Starting in July 2009; probably annually.
Number of Students	5
Countries	China
Funding	Mostly funded by the Harbin Institute; except for airfare and insurance; SBS faculty will provide some financial assistance to each student
Duration	1 week
Staff Involvement	No
Student Eligibility	Promoted to students listed on the Dean's scholar list.
Evaluation /Other Comments	Students will be required to evaluate their experience upon return to UQ.

Beijing Olympics Cadetship for Bachelor of Journalism	
Purpose	Cadetship
Frequency	2008 (once only)
Number of Students	21
Countries	China
Funding	School and central funding
Duration	3 months
Staff Involvement	1 staff member for one week (Mr John Austin)
Student Eligibility	All journalism students were eligible to apply
Evaluation /Other Comments	As an outcome of this initiative, internships at Infostrada (based in Sydney) have now been offered to UQ Communication students. UQ will also be considered for future cadetships in Olympic games. Students were able to get credit for this program.

Internships (Volunteers for International Development, Australian Youth Ambassadors for Development)	
Purpose	Internship
Frequency	Ongoing
Number of Students	Not available.
Countries	Students can select from a list of developing countries
Funding	Australian Government
Duration	From 3 – 18 months
Staff Involvement	No
Student Eligibility	Students credit approval before participating.
Evaluation /Other Comments	Students encouraged to provide testimonials upon return.

School of Social Work and Human Services	
Placements	
Purpose	BA Social Work field placements /PhD field work
Number of Students	7 /5
Countries	India and Nepal /Malaysia, UK, Spain, Kenya
Duration	3 months

School of Social Science	
International PhD research	
Purpose	Research
Number of Students	15
Countries	Bolivia, Cambodia, Laos, Chile, Kenya, Vanuatu, Solomon Islands, Hong Kong, China, Mongolia, Philippines.
Duration	1 month – 1 year

Institute of Social Science Research	
Social Change: A Harvard – Manchester Initiative (SCHMi) Summer School	
Purpose	Every year SCHMi brings together faculty and graduate students from US and UK universities to discuss the political, social and economic issues associated with social change, and its effects on factors such as race relations, social stratification, civil society, the role of government and social integration at local and national level.
Frequency	Annually
Number of Students	1 UQ student in 2009
Countries	UK
Funding	Funded by the SCHMi
Duration	2 weeks
Student Eligibility	UQ Social Science/Institute of Social Science Research students.

FACULTY OF ENGINEERING, ARCHITECTURE AND INFORMATION TECHNOLOGY

Professional Engineering Placement Scholarships (PEPS) and Professional Engineering Information Technology (PIPS) Programs	
Purpose	Enhancing students' knowledge and skills in the workplace in research that counts towards their degree. May be undertaken overseas.
Frequency	Annually
Number of Students	2 students undertook PEPS overseas in 2008; 4 students undertook PIPS overseas in 2008.
Countries	Qatar; PNG
Funding	Industry Partner Funding
Duration	For up to 6 months

Visit to Industry Sites in South America	
Purpose	Visits of minerals processing plants and other industry sites.
Frequency	Annually
Number of Students	10 students in 2007; 10 students in 2008
Countries	Chile
Funding	School and university funding
Duration	2 weeks
Eligibility	Final year of Bachelor of Engineering students enrolled in the double major of Chemical and Metallurgical Engineering

International Competition in Design	
Frequency	2008
Number of Students	2 students in architecture and 3 civil engineering students.
Countries	Mexico
Eligibility	4th year students

Faculty of Engineering, Architecture and Information Technology and Ecoles Centrales Agreement	
Purpose	Signed in 2009; opportunity for students to gain dual degrees (2 years at UQ, 2 years in France, 2years of Masters at UQ);
Number of Students	2 UQ students in 2009
Countries	France

Bachelor of Engineering in Chemical and Metallurgical Engineering Field Trip	
Purpose	Field trip for final-year UQ students of chemical and metallurgical engineering; not part of a course offered for credit. Student-led initiative to provide them with the opportunity of visiting metallurgical operations within Australia and overseas, to learn about industry practice. The school supportive of this activity, as it greatly enhances the student understanding of industrial practice and provides them with an opportunity to discuss process design issues with practising engineers. These activities enhance their skills in preparation for metallurgical design studies that are undertaken in the final semester of the program.
Frequency	Run since 1998; annually.
Number of Students	10 per year
Countries	Chile, Mexico, South Africa; initially in Australia.
Funding	The funding comes primarily from sponsorship from companies operating in the minerals industry. The students approach the companies for financial support and make the arrangements to visit the various sites. Any shortfall of funding between costs and income is the responsibility of the individual students who go on the field trip.
Duration	2 weeks (between semesters 1 and 2).
Staff involvement	Two UQ staff accompany the students, and ensure that all activities are coordinated. Formal risk assessments are undertaken before any activity, and UQ policies and procedures are followed throughout the trip. The field trips are formally approved by the Head of School.
Eligibility	Final-year UQ students undertaking BE in Chemical and Metallurgical engineering.
Evaluation /Other comments	Each year the students prepare a written report that is sent to the individual sponsors outlining the activities undertaken. The students also invite the sponsors to a presentation/ question answer session on UQ campus. The feedback from sponsors and students alike are extremely positive. The true test from an industry perspective is that they continue to fund these activities since they see them as highly beneficial enhancing student attributes.

School of Architecture

World Congress of Architecture	
Purpose	3rd year architecture student won this trip
Countries	Italy

International Competitions	
Purpose	3 students working together won the top prize in a Korean competition for the design of a rail transport interchange. 1 student received the first prize in the student category for the design of a football stadium in a Californian ideas competition and another student won the top prize in an Australian competition sponsored by Cement, Concrete Aggregates Australia (CCAA). Mr Pedro Guedes negotiated further funding made available to the students through the school.

Travel Abroad Studio to Japan	
Purpose	Arrangements concerning funding are currently being negotiated by Prof Andresen. Proposed for 2010; survey conducted to establish student interest; previous travel studios in the School organised in the 1980s and 90s.

Student Exchange	
Purpose	Professional training, work experience. School (in particular Mr Pedro Guedes) in most cases negotiates these; very complex and demand significant time commitment.
Frequency	Continuously
Number of Students	2005 – 4; 2006 – 10; 2007 – 3; 2008 – 13; 2009 – 17; 2010 – 9.
Countries	USA, UK, Sweden, Germany, Republic of Ireland, France, Canada, New Zealand, Netherlands, Singapore.
Funding	Mostly self-funded; some students accessed University or Faculty funding (for part of their expenses); 1 student French Embassy funding.
Duration	1 – 2 Semesters

2009 Solomon Islands Reconstruction Project	
Purpose	Professional training, work experience; extra-curricular
Frequency	Negotiation with Emergency Architects Australia to conduct a similar project in 2010. Organised between World Vision, Emergency Architects Australia and UQ.
Number of Students	15
Countries	Solomon Islands
Funding	Self-funded
Duration	3 weeks
Staff Involvement	Mr Michael Dickson (spent last 10 days with students).
Eligibility	Any architecture student (students drawn from 2nd year to Masters).
Evaluation /Other Comments	Currently being evaluated.

Papua New Guinea Design Build Project 2007 – 2008	
Purpose	Professional training, work experience; extra-curricular
Frequency	Negotiation with Emergency Architects Australia to conduct a similar project in 2010. Organised between World Vision, Emergency Architects Australia and UQ.
Number of Students	15
Countries	Solomon Islands
Funding	Self-funded
Duration	3 weeks
Staff Involvement	Mr Michael Dickson (spent last 10 days with students).
Eligibility	Any architecture student (students drawn from 2nd year to Masters).
Evaluation /Other Comments	Currently being evaluated.

Mandatory Year-Out Experience	
Purpose	Paid work experience during a year-out.
Frequency	Continuously.
Number of Students	1 per year
Locations	Brearley Architects + Urbanists – Shanghai, China; Kengo Kuma and Associates – Tokyo, Japan; UK
Funding	Paid work
Duration	3 months to one year
Eligibility	Graduate students in their year-out.

FACULTY OF BUSINESS, ECONOMICS AND LAW

Internship Programs

Purpose	Not for credit, voluntary work experience; generally over the summer break.
Frequency	Continuously
Number of Students	Not known, individual initiative of students (students negotiate these with employers by themselves).
Countries	Singapore, HK, Malaysia, China, France, UK, USA
Funding	Self-funded
Duration	During summer holidays, 1-3 months.
Eligibility	Current students enrolled in a BEL program, as long as they meet the employers 'criteria.

BEL Internship Programs

Purpose	Not for credit, voluntary work experience; generally over the summer break.
Frequency	Continuously
Number of Students	1-4 depending on employer; international internships starting in summer 2009/10. Arranged by the BEL Employment Services (including selection process).
Countries	Singapore, Malaysia.
Funding	Self-funded
Duration	During summer holidays, 3 months.
Eligibility	Current students enrolled in a BEL program, as long as they meet the employers 'criteria.

CPA Asia Internship Program

Purpose	Not for credit, voluntary work experience; generally over the summer break.
Frequency	Continuously
Number of Students	Not known. Individual initiative, promoted via BEL Employment Services in collaboration with Certified Practicing Accountants Australia (selection process organised by CPA).
Countries	Singapore, Malaysia, Hong Kong, China.
Funding	Self funded, CPA provides an allowance which generally covers return airfare.
Duration	During summer holidays, 3 months.
Eligibility	Current students enrolled in a BEL program, as long as they meet the employers 'criteria.

UQ Business School

IBUS7314 International Study in Asian Business

Purpose	Students can do as #2 subject as a part of the International Business major in MBus or Elective in other Business programs. Offered for credit, students cannot take it as an extracurricular activity.
Frequency	Annually, since 2007.
Number of Students	6 – 10
Countries	China
Funding	Students pay normal tuition fees; they are reimbursed $1000 towards their travel expenses by the school; students cover any other expenses.
Duration	10 days
Staff involvement	Lecturer Dongming Xu
Eligibility	Students enrolled in Business postgraduate programs.

European Summer School of Advanced Management (ESSAM) and Innsbruck European Studies Program	
Purpose	Students can do as #4 subject as a part of the International Business major in MBus or Elective in other Business programs.
Frequency	Annually.
Number of Students	5-10 students between the two programs.
Countries	Austria; Denmark.
Funding	Students pay
Duration	ESSAM – 10 days; Innsbruck- 4 weeks.
Eligibility	Students enrolled in Business postgraduate programs.

Rotman International Trading Competition (organised by University of Toronto)	
Purpose	It is a co-curricular activity. The teams play four trading games in simulated markets of shares, corporate bonds, index futures contracts and gas futures contracts.
Frequency	UQ team competed in 2007 and 2009
Number of Students	9 students (teams of 4 each year + 1 reserve in 2007).
Countries	Canada
Funding	School pays airfares (cca $15,000 in total); students pay for registration and accommodation (cca $4,000)
Duration	One week
Staff involvement	Dr Jason Hall (UQ Business School)
Eligibility	Commerce Honours students.

TC Beirne School of Law	
Philip C. Jessup International Law Moot Competition	
Purpose	The moot problem is on an aspect of international law. As well as competing against other universities in oral hearings, the members of the Jessup team prepare two substantial written submissions. Participants first compete in the national competition in Canberra. The grand final of the national competition is traditionally held in the High Court of Australia. The two teams which make the grand final of the national competition advance to the international rounds, which are held in Washington, D. C.
Frequency	Annually
Number of Students	4 – 6 students over the last 5 years
Countries	United States
Funding	School funding and external sponsorship.
Duration	7 – 10 days
Staff involvement	1 – 2 staff
Eligibility	Generally students in 3rd year or later are eligible for selection but occasionally outstanding first or second year students might be selected.
Evaluation /Other comments	The success and rankings of the UQ teams is the best evaluation of the activity and these details are on the Law web page.

International Maritime Law Arbitration Competition	
Purpose	The competition focuses not only on the law governing the international carriage of goods by sea but also on the increasingly important law of international commercial arbitration.
Frequency	The competition was first organised in 2000 at UQ, established by Prof Derrington.
Number of Students	4-6 students over the last 5 years.
Countries	Singapore, Hong Kong, alternately held in Australia (Brisbane, Sydney, Melbourne so far).
Funding	School funding and external sponsorship.
Duration	7 – 10 days
Staff involvement	1 – 2 staff
Eligibility	Generally students in 3rd year or later are eligible for selection but occasionally outstanding first or second year students might be selected.
Evaluation /Other comments	The success and rankings of the UQ teams is the best evaluation of the activity and these details are on the Law web page. In addition, Prof Derrington received a Carrick Citation for Outstanding Contribution to Student Learning for her work in establishing the Maritime Moot Competition.

FACULTY OF ARTS

School of English, Media Studies and Art History

MUSM7010 Viet Nam Field Trip (coordinated by Professor Amareswar Galla)	
Purpose	The International Field School in Museums and Sustainable Heritage Development offered by the Museum Studies Program at UQ aims to provide first-hand experience to graduate students and Professional Development Program for participants in locating culture in sustainable development.
Frequency	Annually
Number of Students	4 (2008); 2 (2009); 25 since inception
Countries	Viet Nam
Duration	3 weeks
Staff involvement	1 staff member accompanies students
Eligibility	Offered to UQ students, but also other Australian and overseas institutions can enrol. Also would be of interest to those involved in archaeology, anthropology, planning, postcolonial studies, sustainable development and cultural heritage law
Evaluation /Other comments	Evaluation by previous participants.

School of History, Philosophy, Religion and Classics

Study Tour to Rome for January 2010 (proposed for 2011 to be alternated with a Study Tour of Greece)	
Purpose	Study tour aimed for Classics students; a part of formal curriculum.
Frequency	Annually; to be alternated with Greece.
Number of Students	25 – 30
Countries	Italy; Greece
Funding	Fully funded by students
Duration	3 weeks
Staff involvement	Fully supervised
Eligibility	Classics students given priority; however students from other related disciplines may take part; need to be UQ enrolled undergraduate or postgraduate students.
Evaluation /Other comments	Will be evaluated after the tour has taken place.

Greece and Italy Tours (organised by Dr Sonia Puttock)	
Purpose	Study tours aimed for Classics students. Organised for students to see the ancient places which are so much a part of their discipline. Motivational purpose.
Frequency	2007; 2009
Number of Students	25; 19
Countries	Italy; Greece
Funding	Fully funded by students
Duration	4 weeks
Staff involvement	Dr Puttock
Eligibility	Primarily aimed at Classics (undergraduate or postgraduate) students; however other UQ students, family and friends could join (to keep costs lower for a larger group).
Evaluation /Other comments	Yes, reviewed by a senior postgraduate student.

School of Languages and Comparative Cultural Studies	
Language /Culture Emersion Course in New Caledonia	
Purpose	Improving language proficiency; students gain 2 credits when tour completed by an essay.
Frequency	Organised continuously by the CREIPAC (private company) – students placed to host families.
Number of Students	3; 9 expected to go in 2009
Countries	New Caledonia
Funding	Students, or part covered by the French embassy (to cover tuition costs).
Duration	3 weeks
Eligibility	Students with basic and lower level of language proficiency.

Summer School in France	
Purpose	Improving language proficiency.
Frequency	Organised continuously by the CPEDERF(private French company).
Number of Students	3 – 5
Countries	France
Funding	Students
Duration	17 – 23 days
Eligibility	Students with basic and lower level of language proficiency.

Australian Consortium for in-country Indonesian Studies (ACICIS) program at Gadjah Mada University	
Purpose	To study language and culture; a semester of study; students gain 8 credits at UQ.
Frequency	One round per year, although the ACICIS program offered in both semesters.
Number of Students	2008 -0; 2007 -2; 2006 – 2; 2005 -1; 2004 -0; 2003 – 2; 2002 – 4
Countries	Indonesia
Funding	Two HECS places made available by DVC(I) since 2006; prior to that students paid their own tuition fee up-front ($2000/per semester).
Duration	Normally one semester; a second semester is possible but was not possible to accommodate for credit within the single major. From 2010, the extended major is being reinstated (discontinued from 2003).
Staff involvement	No; but ACICIS has a resident director (an Australian academic) based in Yogyakarta.
Eligibility	In theory any UQ students; the program is offered at all levels; within the Indonesian program (2nd year students have been targeted to go in their 5th semester of the major).
Evaluation /Other comments	By ACICIS. Students are provided with reports from the ACICIS resident director as well as with academic transcripts. (Indonesian section keep their own set of success stories of the ACICIS graduates).

Russian Intensive In-Country Language Courses	
Purpose	Intensive language courses
Frequency	Continuously
Number of Students	2 per year for the last three years; 1 per year previously
Countries	Russia (St Petersburg)
Funding	Self-funded; the Pushkin Foundation (a local Russian community organization) has for some years awarded (by competition) a prize of about $2000 towards expenses.
Duration	5 weeks

Exchange Program in South Korea	
Purpose	To study language and culture; if they complete a semester or a year, they receive credit at UQ.
Frequency	Annually
Number of Students	2 – 3 per year
Countries	South Korea
Funding	If they win a scholarship, $6000 is funded.
Duration	6 months to one year
Eligibility	Students who have completed at least a semester at UQ.

Chinese Language and Culture Program in Taiwan (National Cheng Chi University)	
Purpose	Intensive Chinese language course; credited towards UQ degree.
Frequency	Continuously; (arranged through the Taipei Economic and Cultural Office in Canberra).
Number of Students	1 – 3 per year; 1 in 2009
Countries	Taiwan
Funding	Mandarin Enrichment Scholarships by the Ministry of Education of Taiwan – covers tuition fees and living costs, airfares covered by students.
Duration	3 months – 1 year.
Staff involvement	No; Students plan the actual arrangements of the study program, staff provide advice.
Eligibility	The school given the task of selection and recommendation of UQ undergraduate students of Chinese language to go on intensive Chinese language courses on Mandarin Enrichment Scholarships offered by the Ministry of Education of Taiwan.
Evaluation /Other comments	Student evaluation.

Komstudy Program (Japanese)	
Purpose	To study language and culture; for credit.
Frequency	Annually (Nov/Dec); Program running for the last 20 years.
Number of Students	Around 15; Some previous years up to 30.
Countries	Japan
Funding	Mainly self-funded; Australia Japan Society offers 2 bursaries students can apply for.
Duration	4 – 6 weeks
Staff involvement	Coordinated by Mrs Kayoko Uchiyama.
Eligibility	Due to a high demand, the program is only offered to students of the Japanese program at UQ.
Evaluation /Other comments	Student evaluation.

Lovells Prize of Excellence in Japanese and Law Studies	
Purpose	Introduced in 2008 as a monetary prize of A$1000 for a student of Japanese with the highest GPA in their final year. In 2008, awarded to 1 student. In 2009, the prize offered to outstanding students of Japanese and Law. A law student of an outstanding merit would be offered a month's work experience at the Lovells Legal practice in Tokyo. Has not been awarded yet for 2009.

FACULTY OF SCIENCES

School of Biomedical Sciences

IGEM (International Genetically Engineered Machine) MIT Undergraduate Student Competition

Purpose	Undergraduate student competition in the area of Synthetic Biology. The competition involves students teams from around the world working at their own institutions using biological parts provided for them with new parts of their own design to build biological systems and operate them in living cells. The competition is promoted as the premier undergraduate Synthetic Biology competition and its project design and format as an exceptionally motivating and effective teaching method. In June 2009 two team members attended a 2-day workshop at the University of Tokyo, Japan, as part of the lead-up to the Jamboree later in the year. It is anticipated that all members of the team (10) will attend the Jamboree at MIT, Cambridge, USA. Prestigious conference only one other Australian university – University Melbourne have participated since 2007.
Frequency	UQ participating for the first time in 2009.
Number of Students	10 in 2009; undergraduate students enrolled in Bachelor of Biomedical Science, Bachelor of Biotechnology, Bachelor of Science, and the Bachelor of Engineering/Bachelor of Science programs.
Countries	Japan; USA
Funding	The School of Biomedical Sciences is providing financial and in-kind support to participating students – has committed over $40,000. The executive dean of the Faculty of Sciences has provided $15,000; School of Biological Sciences $5,000. Director of the Centre for Educational Innovation and Technology (Prof Long) has funded the team's registration fee of $1,650 and provided a digital camcorder to document the team's activities. (Professor Long is a strong advocate for iGEM and is providing expert advice through his lengthy association with the competition.) A student submission (with School support) to the Alumni Friends of The University of Queensland Inc was successful in securing $10,000 to assist with costs to establish the iGEM Laboratory located within the School. The students themselves have been proactively seeking sources of external funding with the assistance of staff in our School and in the Faculty of Science.
Duration	In 2009, 2 students absent between 26 – 29 June; 10 students absent between 28 Oct and 4 Nov.
Staff involvement	Professor Wally Thomas, iGEM Team Advisor and Professor/Discipline Chair in the School of Biomedical Sciences participated in the Japan workshop as required by iGEM competition rules. It is anticipated that Professor Thomas and Associate Professor Peter Thorn, Co-Team Advisor and Program Director of the Bachelor of Biomedical Science degree in the School of Biomedical Sciences, will both attend the Jamboree in Oct/Nov 2009.
Eligibility	All undergraduate students enrolled at UQ eligible. It is anticipated that the 2009 participants will become mentors for future participants.
Evaluation /Other comments	Not yet. However, as part of the School's business plan in relation to participation in the competition, an evaluation and review process has been determined. The evaluation process will be implemented following conclusion of the Jamboree.

School of Geography, Planning and Environmental Management	
Hong Kong Field Course, ENVM3205 (coordinated by Assoc Prof David Neil and Dr Donovan Storey)	
Purpose	Hong Kong field course (ENVM3205); course offered for credit.
Frequency	Intended to run annually.
Number of Students	19 in 2009
Countries	Hong Kong
Funding	Some (EAIT) faculty support, some school support, the rest paid by students.
Duration	7 days
Staff involvement	2 (Donovan Storey and David Neil).
Eligibility	BEnvMan, BRTP (Bachelor of Regional and Town Planning), BA (geography), BSc (geography).
Evaluation /Other comments	No, however students keep reflective journals.

Research Project in Viet Nam, GEOS3400 (coordinated by Assoc Prof David Neil and Dr Donovan Storey)	
Purpose	3 undergraduate students will accompany Assoc Prof David Neil and Dr Donovan Storey to undertake Research Project (GEOS3400) at Can Tho University in Vietnam in early December. This will be a pilot for student exchange opportunities in the future.

APPENDIX X

EXAMPLES OF SHORT-TERM MOBILITY AT UQ

Following are three examples of student mobility initiatives organised by individual schools and faculties.

The first example is of the 1st Year Internship Programme and comes from the School of Medicine, Faculty of Health Sciences. Overall, the Faculty of Health Sciences offers a wide range of internships and professional training programmes that students can undertake in Australia and overseas.

Year 1 Elective

Year 1 medical students have the opportunity to carry out their internships in 57 overseas countries (such as India, Vietnam, Zimbabwe, Zambia, Tonga, Thailand and others). These internships involve professional training and are counted for credit at UQ. The students are supervised by highly qualified staff, and schools and hospitals are selected by the UQ School of Medicine through their high quality reputations.

Students spend a minimum of a month overseas. The internships are generally self-funded, as medical students are mostly unable to access UQ Abroad or Australian Federal Government funding, because the internships mostly fall outside the parameters for these types of funding. Since 2005, 641 medical students have undertaken their internships overseas.

The second example comes from the Faculty of Natural Resources, Agriculture and Veterinary Science. This is an example of an extra-curricular activity organised by the School of Agriculture.

AGRC 2015

This is a field trip to South Africa organised by the School of Agriculture. This trip involves visits of the South African Wildlife College, National Parks, Rehabilitation and Breeding places; students also listen to speakers on African culture and issues. They are then involved in discussion groups in the evenings. The trip takes 14 days and is aimed at broadening understandings of wildlife and challenging students' beliefs. It is aimed at all UQ students in their 1st year of tertiary study. Students are selected on the basis of an essay on South Africa which is assessed before selection and must be above Grade Point Average 4.

On return to UQ, students are required to prepare an oral presentation and written assessment on topics such as fire management, water conservation, and community as reflective comparison with Australia.

Submissions are first peer assessed and then coordinator assessed. This field trip is not for credit. The course is organised annually since 2000. Approximately, 200 students have taken part in it so far. On average, 20 UQ students take part in it every year. It is student self-funded and, generally, three UQ supervisors accompany the students each year. Students from other Australian universities are able to join the trip and have participated in it.

The third example of a 'one-off' initiative is from the Faculty of Social and Behavioural Sciences, instigated by the School of Journalism and Communication.

Beijing Olympics Cadetship

This cadetship was organised by the School of Journalism and Communication for the 2008 Olympic Games in China. 21 Journalism and Communication students spent 3 months undertaking cadetships at the Olympic Games. Students were accompanied by one UQ academic for a week. All Journalism and Communication students were eligible to apply. The activity was partly school and partly faculty-funded, and students were able to get a credit for the programme. As a result of this initiative, UQ Journalism and Communication students have been offered internships with Infostrada in Sydney, and UQ will also be considered for future cadetships at Olympic Games.

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ENDNOTES

1 Traditionally, reporting has focused on the uptake of formal student exchange programs organised centrally. In 2008, 366 undergraduate students participated in such programs, but based on additional information gathered for this report, this number represented just 40% of a total of 909 UQ undergraduate students who could genuinely be classed as mobile. Of the 60% (n543) of mobile students who did not participate in a student exchange program, the majority (46% /n418) were involved in work integrated learning (work, or clinical placements/internships, etc).

2 The study revealed several examples of short, targeted study trips, internships, student conferences and similar – usually initiatives have been taken by individual academics, who are strongly committed to cross-cultural learning within their disciplines, and who are able to develop one-off programs by leveraging their connections with universities, the corporate, government and non-government sectors (see Appendix IX for details).

3 Please see Appendix II for more information concerning internationalising the campus and the experience of international students at UQ. For an outline of language and academic support currently offered to international students at UQ, see Appendix III.

4 For example see Grant Harman's survey of the literature and research in this field (2006).

5 For example, in the revised AACSB accreditation process for Business faculties.

6 For example, see Pearson-Evans, 2006 for a study of Irish students in Japan; Ehrenreich, 2006, for a study of German students in English speaking countries, and Luck, 2007 for a study of US students in Australia. There is some evidence in the research from the US that a lack of preparation for student sojourners increases ethno-centrism and strong in-group bonding (Pitt, 2006), which produces American 'ghettos' abroad, otherwise known as the 'one hundred legged American' (Ogden, 2006).

7 For example, Green and Shoenberg (2006) provide sample typologies from several disciplines

8 For example, the Bradley Review of Australian Higher Education (2008) has outlined that the number of international students in Australian tertiary institutions has grown 12 fold in the last nearly two decades, from 21,000 in 1989 to 250,000 in 2007. The Report has also highlighted the fact that higher education has become the third largest export industry in Australia (DEEWR, 2008).

9 For example, Monash University, as one of the leaders in offshore education, has two overseas campuses and a number of overseas centres, while UQ has taken a more cautious strategic approach to offshore teaching and learning.

10 There was one institution among the Go8 Group of leading Australian institutions, the Australian National University (ANU), which revealed very little information on its website and most strategic information was only accessible internally. This might have meant that the ANU strategic documentation on internationalisation and internationalisation of the curriculum was being reviewed and re-developed, or the institution was not prepared to share this information.

11 For more details, see Literature review (Section 7 above).

12 Appreciation of the concept did not appear to be attributed to particular discipline areas, but could perhaps be related to the previous intercultural/international experiences of individual staff members. This is, however, an assumption made by the researcher who conducted the interviews, and it cannot be supported by statements made by individual staff, as previous experience of staff was not a subject of the study, and thus the researcher did not probe on that matter.

13 Appendix VIII indicates a high number of students in the School of Medicine undertaking Placements/Practical Training overseas. In relation to this, it needs to be clarified that the number covers medical students participating in four different types of internships and the number represents cohorts of students across all four years of the medical degree. The Appendix utilizes organizational structure of faculties and schools in place at the University in 2008. The organizational structure changed at the beginning of 2009, and thus the overall report refers to the current school and faculty structure.

14 This issue was raised in some interviews, but developed in detail in the second focus group conducted with Heads of Schools and Program Convenors.

15 Because it is neither possible nor desirable to disengage languages and the quality of campus life from other aspects of IoC, this report has included comments on these where appropriate.

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