

# Internationalisation

*Goal: to engage in international activities, including internationalisation of the curriculum, to heighten academic, economic, and cultural benefits for the region.*

## Increase the number of domestic students studying part of their program overseas, including through the Global Opportunities Program

### Overseas study

The University seeks to prepare graduates for opportunities in the global economy by imparting an international perspective as well as knowledge and skills. A vital element of this is providing opportunities for study overseas, mainly through the University's GO (Global Opportunities) program.

Travel grants are available to support students who study overseas. These are provided by USC, some of the University's partner institutions, or via scholarship grants such as UMAP (University Mobility in Australia and the Pacific), Cheung Kong (DEST administered), and JASSO (Japan Student Services Organisation) grants.

Information about the GO Program is communicated to students via the University website and intranet, through GO Program seminars held for students on campus, through attendance at the University's Courses for Careers open day and at other tertiary events, and through on-campus social activities where GO Program information is presented.



- In 2006, USC student Joanne Terry travelled to Fargo, North Dakota, USA, to study for one semester with the USC GO Program.
- Joanne says the GO Program was one of the major reasons she chose to study at USC, and says she feels that the experience will benefit her in her studies.
- "The GO Program allowed for a great opportunity to see life on the other side of the world. It really is an eye-opening experience that enables you to grow as a person and learn so much about yourself and another culture, which is a lot of fun!" Joanne says.

### GO Program student numbers by country 2005–2006

Destination	2005 (by country)	2006 (by country)
United States of America	13	13
Korea	2	2
Italy	3	1
Germany	9	15
France	2	3
Sweden	2	2
Costa Rica	1	1
Japan	12	13
China	2	1
Thailand	1	1
Finland	1	2
Mexico	0	2
<b>Total</b>	<b>48</b>	<b>56</b>

## Increase the proportion of international students in the student body

### International recruitment

The University uses various marketing methods to recruit international students to its programs. Methods include recruitment agents, exhibitions, visits to VET/TAFE institutions, visits to English language schools, print and electronic publications, and pathways established with partner institutions. The latter is significant and is reflected in the number of students enrolled in the University's Study Abroad program.

### New programs

In 2006, the University of the Sunshine Coast worked to gain CRICOS-registration for a number of additional award programs, increasing the range of programs from which international students are able to choose. International students can now study in areas such as animal, plant and marine biotechnology; food science and nutrition; health promotion; human services; education; nursing science; and journalism.

## Increase the number of USC staff undertaking projects involving teaching and research in collaboration with international partner universities

### International teaching and research

The University's Faculty of Business staff undertook teaching in collaboration with overseas universities in 2006 as part of three transnational programs offered by USC in China, Fiji and Malaysia. A Master of Business Administration offered in partnership with Shanghai Jiao Tong University, School of Continuing Education since 2000 will be discontinued from 2007. A Master of Management has been offered from 2001 in partnership with the Training and Productivity Authority of Fiji; and a Master of Business Administration and Master of Financial Planning have been offered since 2002 in partnership with Systematic Education Group International in Malaysia.

Other research and teaching activities undertaken in conjunction with international partner universities in 2006 included:

- a visit from two University of Wyoming academics to the University campus, and the subsequent presentation of a Queensland-first seminar on alternative land use scenarios in conjunction with USC staff
- the arrival of Dr Christian Schrader, a German Government Teaching and Research Fellowship recipient from the University of Applied Sciences, Fulda, Germany, to spend six months involved in teaching and research with USC staff
- a visit from two University of Wyoming academics to teach alongside USC staff in the Faculty of Science, Health and Education
- a visit by USC Associate Professor Meredith Lawley to the Fachhochschule München (Munich University of Applied Sciences) to teach in FH Munich's Faculty of Tourism and explore opportunities for joint research

## Internationalise the curriculum

### Measuring interaction

Internationalisation of the curriculum is mandated in the University's Learning and Teaching Plan. An implementation process began in 2005, continued throughout 2006, and will include an examination of all courses by 2009.

### International program and course components

The University offers degree programs with international components. These include the Bachelor of Business (International Business), Bachelor of Arts (International Studies), Bachelor of Arts/Bachelor of Business (Japanese and International Business), Bachelor of Arts/Bachelor of Business (Indonesian and International Business), and the Master of International Business. Specific courses that emphasise international perspectives include International Communication, courses in International Relations/Politics; and other courses such as Globalisation and International Community Development, and Global Citizens: a History of Humanity.



• *"It is a smaller university but with high level education. Staff have helped every time, it started before arrival when the first contact was made, in the first week...and during the whole semester." — Study Abroad student Andreas Rosinger, of Austria.*

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## Promote appreciation of global and intercultural issues through interaction between international students, other parts of the University community and the broader community

### Homestay program

The Homestay program places mainly study tour and English language students with families in the region. This ensures the highest impact interactions outside the University between community members and international students. In 2006, 837 students were placed with a total of 380 host families.

### Workplace and social interaction

Some international students enrolled in degree and Study Abroad programs take part in workplace-based courses involving work in local industry. One example is the International Teacher Education Practicum in which the University, Education Queensland and the State University of New York College at Cortland (SUNY Cortland) are partners. The Practicum enables students from SUNY to complete an eight-week practicum in Education Queensland schools.

In 2006, USC international students attended local schools as follows:

- Chancellor State College, Primary Campus—three students
- Mountain Creek State Primary School—two students
- Mountain Creek State High School—three students
- Maroochydore State High School—two students
- Kawana Waters State College—two students

International students also have opportunities to interact with the Sunshine Coast community by participating in organised off-campus activities, arranged by the University in conjunction with local tourism-based businesses.



- A joint project in 2006 between the University of the Sunshine Coast and the Sunshine Coast branch of the Australian Federation of University Women has resulted in eight students from Iraq, Iran, Afghanistan, Sudan and the Democratic Republic of the Congo studying at USC.
- The project supports the education of high-achieving female refugee students, allowing them the opportunity to experience University life while improving their English language skills.
- Two of the Sudanese students to study at USC in 2006, Nura Yuggu and Susana John, say the special project provides an invaluable opportunity for students to prepare for their future in Australia.
- Both Nura and Susana aspire to study at university after they complete high school.
- "It's been good to meet new people and be able to improve my English here," Nura says.

### OktoberFair

Members of the German community, local business, and both German and domestic students studying at the University of the Sunshine Coast took part in an on campus OktoberFair event in 2006. The OktoberFair facilitated sharing of information about study opportunities in Germany, while enabling members of the student body and community to share their experiences and learn more about Germany, where many of the University's partner institutions are located.

### Peace Scholarship recipient

In 2006, India's Tara Valsaraj studied at the University of the Sunshine Coast as the recipient of an IDP Education Australia Peace Scholarship.

Each year, the Peace Scholarship Program allows students from selected countries worldwide to study in Australia, with the aim of promoting the interaction of diverse cultures through international education opportunities, and improving cross-cultural understanding, leading to enduring global peace.

Ms Valsaraj, who has been involved in various Rotary International charity projects at home in India, hopes her experiences at USC will help her work towards the development of her country and improvements in the standard of living there.

## Key performance indicators

### ■ Increasing to 5 percent the proportion of graduating students who have undertaken part of their undergraduate programs overseas by 2009

The following table summarises the number and proportion of domestic bachelor degree graduates (excluding honours graduates) who have undertaken overseas study towards their degree. Students are included if they have undertaken overseas studies as part of either a formal exchange program or in-country language studies.

Year of conferral	Graduates (total number)	Number completing overseas study	%
1999	126	0	0.00%
2000	270	1	0.37%
2001	303	2	0.66%
2002	412	5	1.21%
2003	430	14	3.26%
2004	483	9	1.86%
2005	438	18	4.11%
2006 <sup>1</sup>	460	19	4.13%

<sup>1</sup> Includes graduates up to and including latest major graduation ceremony in April 2006.

### ■ Increasing to 20 percent the number of international students in the student body

A particular challenge in achieving a higher proportion of international students in the student body is rapid growth in domestic enrolments (the base against which the proportion is measured).

Year <sup>1</sup>	International award students	Study Abroad students	Total (international students) <sup>2</sup>	Percentage (international students)
2003	205	88	293	8.3%
2004	351	153	504	13.1%
2005	505	168	673	15.8%
2006	528	164	692	14.7%

<sup>1</sup> As at Census 1 each year.

<sup>2</sup> Excludes inbound exchange students; includes on and off campus students.

### ■ Increasing to 5 percent the proportion of USC staff pursuing projects involving teaching or research with colleagues from international partner universities

International Relations and all University of the Sunshine Coast faculties are currently facilitating data collection in this area.

### ■ All courses examined through the curriculum internationalisation project by 2009

A Learning and Teaching Forum on Internationalisation of the Curriculum provided the starting point for this project. Work continued in 2006 to meet the 2009 deadline.

### ■ Positive and constructive feedback from internal students and the community

International award students provide feedback through Student Feedback on Teaching and the Course Experience Questionnaire.

Study Abroad students provide feedback through Student Feedback on Teaching and an exit survey conducted by the University's Partnerships and Services staff. Exit survey feedback is reviewed within Partnerships and Services, and Partnerships and Services also review student feedback forms from Study Tour and English language students. Verbal feedback received by client services and accommodation staff is reviewed, noting trends and individual issues to be followed up. Verbal and written feedback from Homestay families is also reviewed by Partnerships and Services.

English Language Programs has systematic student feedback processes, with written feedback sought at the end of Week 1, end of Week 10 and at the end of each student's Self Access sessions. The Director of Studies reviews this feedback with staff, and formulates improvements.

No year-on-year trend or benchmarking data is currently available, however work to distinguish between student type in Course Experience Questionnaire data will be undertaken in 2007 to provide an enhanced understanding of the University's performance in relation to international students.