



2012 Conference

Study Abroad: the next 25 Years – practice and innovation in the U.S. and Australia

John Molony, *QS*

Brett Berquist, *Michigan State University*

Dawn Koban, *RMIT*

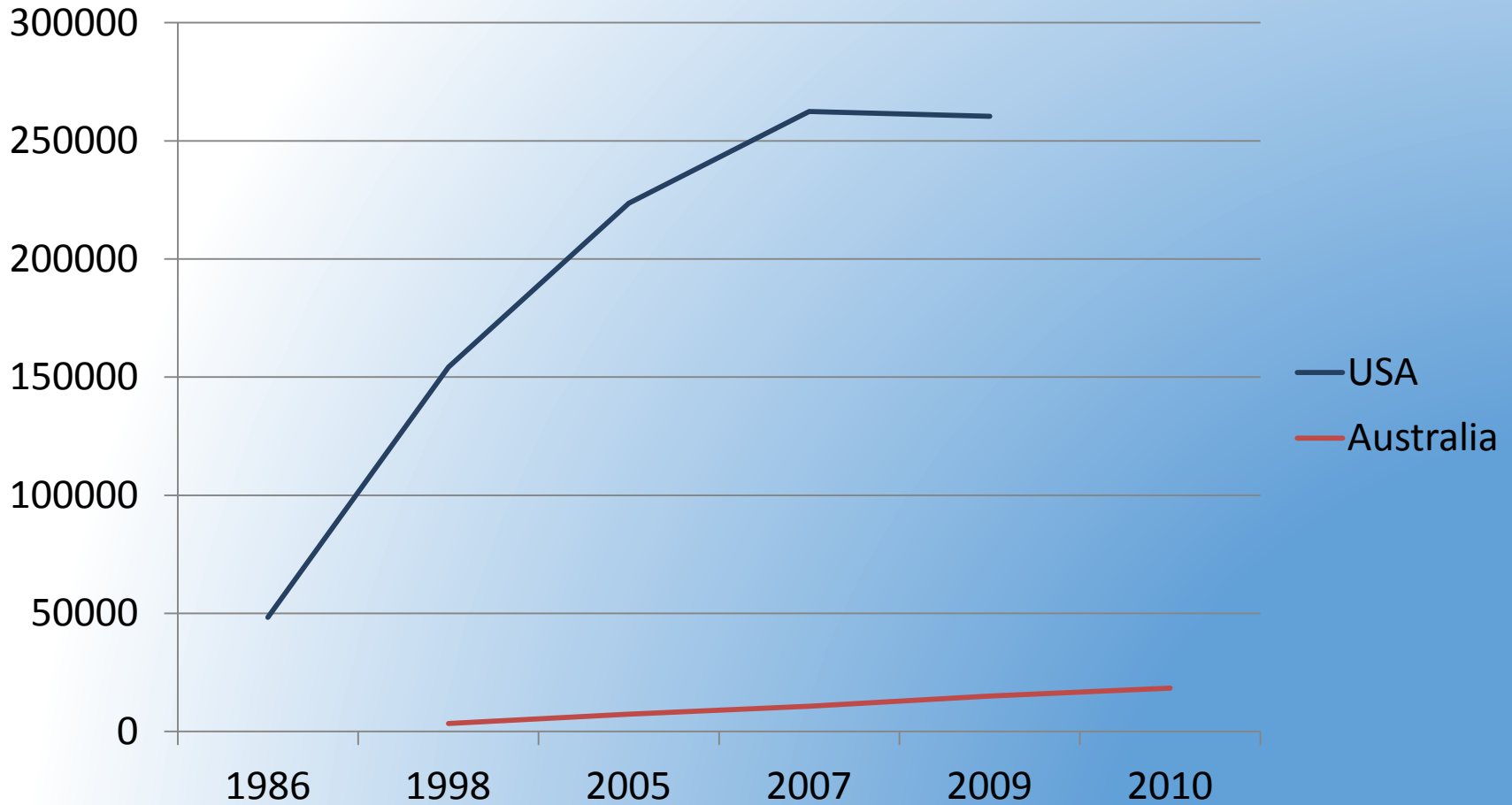
Phases of Internationalisation of Australian Higher Education: Student Mobility

Period	Prime Characteristics	Student Mobility
50s & 60s Colombo Plan	<ul style="list-style-type: none"> • Aid diplomacy • Asia focus • Post WWII new world order response • Regional capacity building 	<ul style="list-style-type: none"> • Focused on individuals rather than institutional relationships • Elite students in and out • Mainly for HDR studies
Late 80s – early 00s Post Dawkins Era	<ul style="list-style-type: none"> • Recruitment of fee-paying international students • Opportunistic and entrepreneurial • Success in international recruitment markets 	<ul style="list-style-type: none"> • A growing program • Largely ad hoc • Traffic skewed one-way to Australia • Outbound seen as a mechanism for priming international markets
Mid 00s – Now Integrated Internationalisation	<ul style="list-style-type: none"> • Holistic view of internationalisation – aid, research, teaching and learning • International engagement written large in institutional strategic plans • Seen as important in terms of Australia's competitiveness in the global knowledge economy 	<ul style="list-style-type: none"> • International learning mobility incorporated into curriculum review • More strategic selection of institutional partners • Scholarship funding (government & institutions) increased and aligned to strategic goals • More balanced student flows in & out

Molony, J. (2010) *Curricular and Extra-Curricular Programs Supporting Improved International Learning Mobility Experiences: An Emerging Trend in Australia*. Centre for the Study of Higher Education. University of Melbourne.

Statistics on mobility

2012 Conference



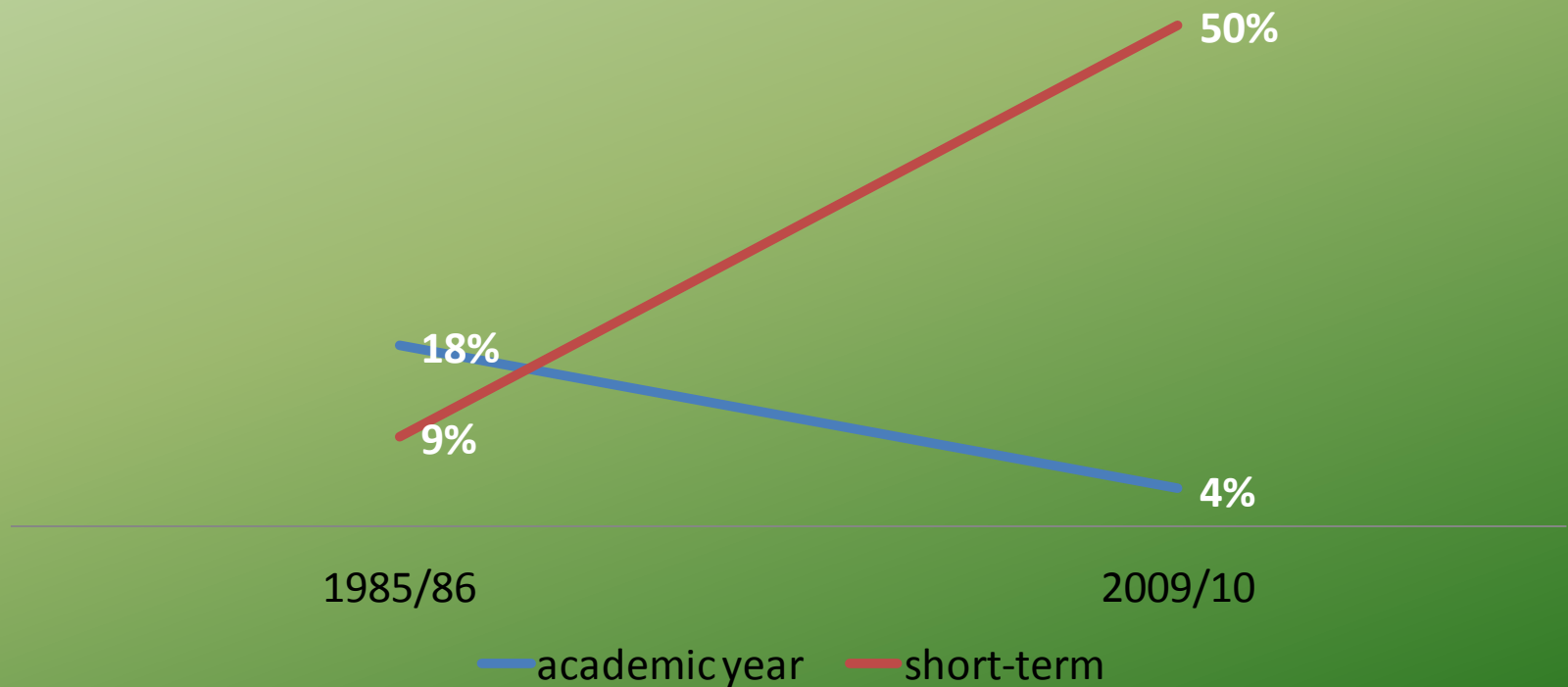
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Where were you in 1986?



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U.S. study abroad duration



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Professional
development

Personal
growth

Intercultural
competence

Self-
awareness &
C1

Intellectual
growth



Learning Goals

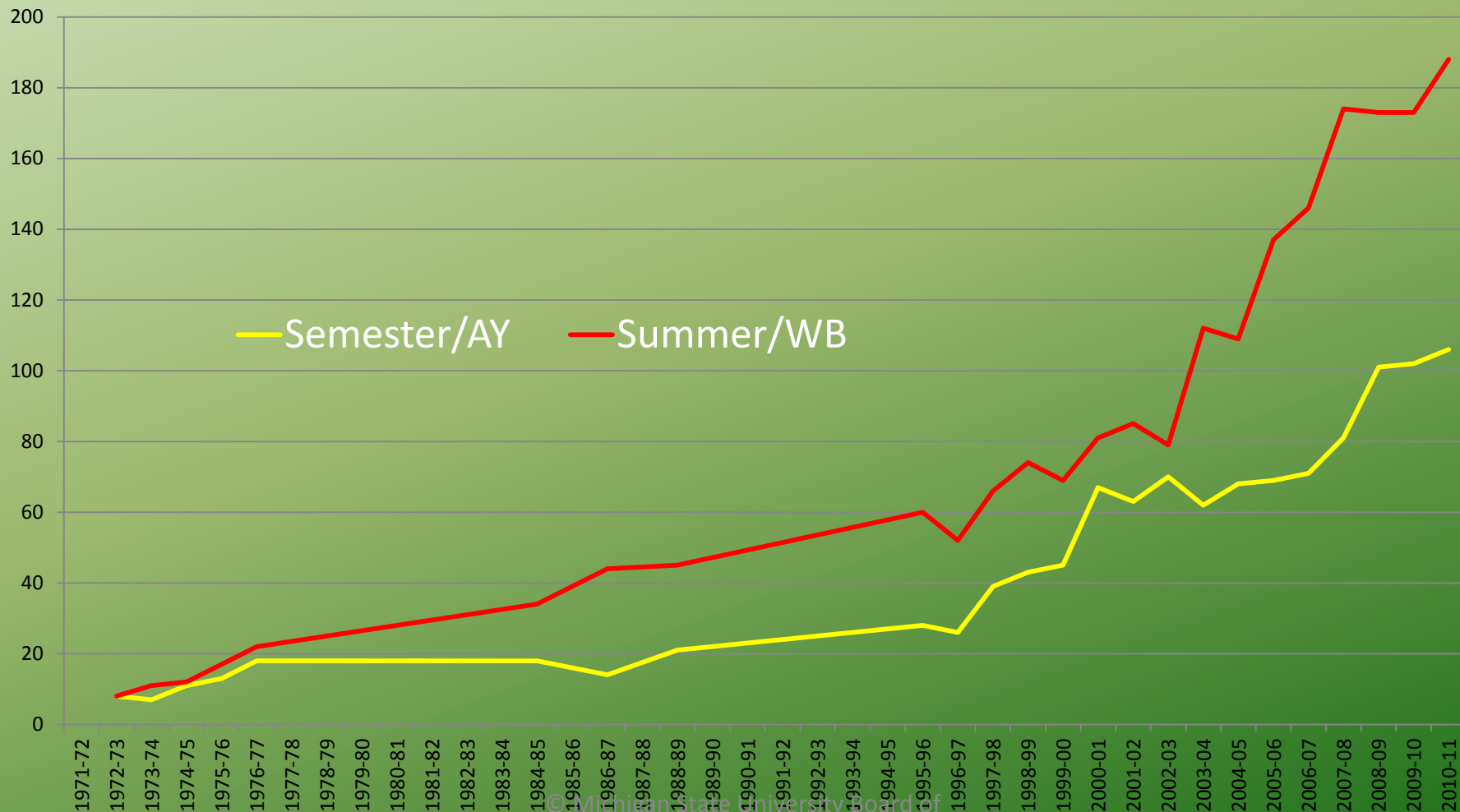
Incorporating MSU's Liberal Learning and Global Competency Goals by contextualizing them within study abroad

- Academic development and intellectual growth
- Personal growth
- Professional development
- Skills for engaging with culturally different others
- On-campus internationalization of MSU

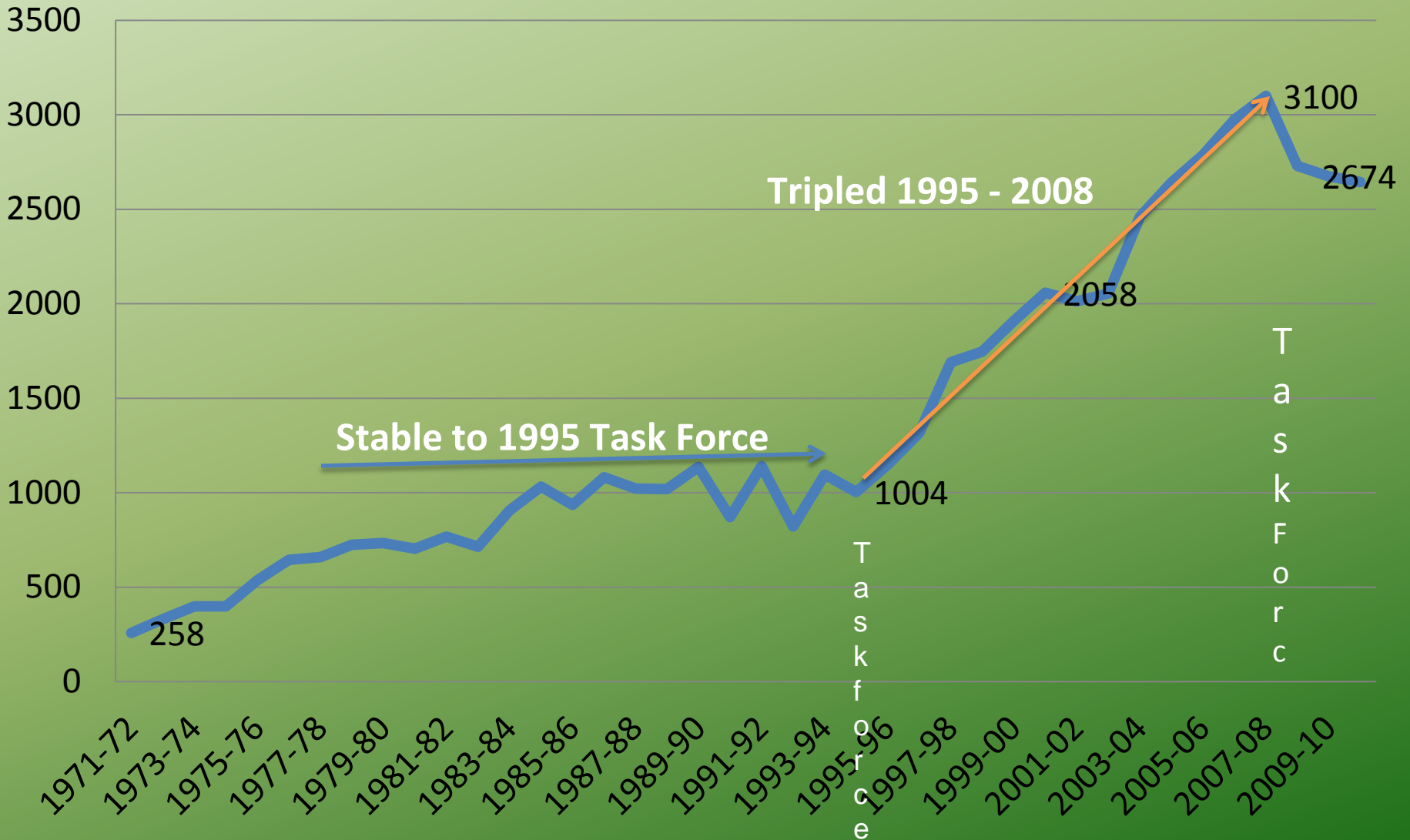


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SA program growth



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**Study abroad
#1 among
public universities**

**>2,500 students -
275 programs - all 7
continents**

**1/4 of MSU
UG stdts**

**top rated
attraction for
admitted
students**



MICHIGAN STATE UNIVERSITY

experiential



Programming

- Freshman seminar
- Internship
- Community engagement
- Graduate
- Noncredit-bearing
- 'unpacking' seminars
- Connected to campus

03/08/2009

MICHIGAN STATE UNIVERSITY

The American Semester Program

Provides an opportunity for non-degree seeking students to study abroad at MSU

ASP staff support students throughout program with visas, housing, courses

Provide social & cultural programming

Brings diversity to campus

After a semester at MSU, students can intern in **New York** or **San Francisco**, **study away in the USA** or **study abroad** on MSU programs



View the short
[VIDEO](#)

Next 25

- Integrated
 - Curriculum
 - Support
 - Expectations
 - Funding
- Scrutinized
 - Measured
 - Career value
- Experiential
- Diverse
- Experiential
 - Savvy consumer
 - Choice of when, where, how



International Learning Mobility: The Next 25 years – Policy, Practice and Innovation in U.S. and **Australia**

Dawn Koban

Assistant Director International Relations

RMIT University

Current Landscape - Australia

Government

- Government linking with government i.e. Australia India Education Council
- Diversifying scholarship scheme
- Collaborating with mobility practitioners
- Supporting VET and HE Outbound Mobility Toolkit/Best Practice Guide

Industry

- Australian Universities University International Directors Forum (AUIDF)
- International Education Association of Australia (IEAA) /“Student Mobility Special Interest Group” (SM SIG)
- Creation of outbound third party providers

Institutional

- Key initiative in University strategic plans
- Creation of curricular & extra-curricular programs
- AUS Universities committing more funds



Australian Universities International Directors Forum (AUIDF)

- Representation on a national scale
- Commissions national benchmarking annually AUIDF survey

AUIDF National Survey

- Comparable to the US Open Doors Survey Data
- International Learning Mobility first included 2005
- From 2009 included on annual basis

Student Mobility Profile - Australia

International Study Experiences 2010 by Type

Type	Number of Experiences
Exchange	6,696
Other Semester or Year Programs	228
Short Term Programs	5,889
Placements or Practical Training	2,650
Research	2,309
Other	568
Total	18,340

Olsen, A. (2010) AUIDF Mobility Benchmark Report

- 37 of the 39 Universities participated in this survey
- Based on 242,647 completions at all levels
- 12,809 AUS UG undertook international experience
- 12% AUS UG up from 8.8% in 2009
- Open Doors reported 9.6% US UG studied abroad in 2008/09

Access by Australian Students

18,340 domestic UG completions with 12,809 UG students participating in international study experience

- 12% of domestic UG completions in 2010
- up from 8.8% in 2009
- Comparable to the US Open Doors Data in 2009 reporting 10.1%

2,309 PG research completions with 4,582 PG research students participating in international study experience (24 Universities)

- 50.4% of PG completions in 2010
- Figure is down from 57.3% in 2009

Fields of Education for Australian Outgoing Students

Table 3
International Study Experiences 2010: Fields of Education

Field	Number of Experiences	% of All Experiences
Science	1,115	6.3%
IT	324	1.8%
Engineering	1,010	5.7%
Architecture/Building	751	4.2%
Agriculture/Environment	376	2.1%
Health	2,795	15.7%
Education	520	2.9%
Management and Commerce	2,961	16.7%
Society and Culture	3,246	18.3%
Law	980	5.5%
International	781	4.4%
Creative Arts	813	4.6%
Hospitality	30	0.2%
Combined including Law	862	4.8%
Combined excluding Law	1,210	6.8%
Total	17,774	100%

New Inclusions to AUIDF Survey

International Study Experience and Socio-Economic Status		
	Number of Students	Percentage
Decile 10	573	18%
Decile 9	521	16%
Decile 8	373	11%
Decile 7	413	13%
Decile 6	257	8%
Decile 5	239	7%
Decile 4	230	7%
Decile 3	234	7%
Decile 2	236	7%
Decile 1	186	6%
Total	3,262	100%

- 18% of students from highest decile of postcodes
- 6% from the lowest decile
- One third of students from the bottom 50% of postcodes (low SES)

IEAA – Outbound Mobility SIG



Purpose of the OSM SIG:

The SIG aims to act as the prime Australian forum for discussion, debate, research and the dissemination of information and models of best practice in the area of outbound student mobility.

Activities and Support

- Professional Development: workshops, Annual Forum
- Networking: state-based groups, meetings
- Communications: web, list serv
- Research
- Annual Australian Exchange Fair Circuit

The Next 25 years: International Learning Mobility in Australia

Government

- Strategic collaboration with governments
- Diversification of funding models
- Continuation of collaboration w/sector – industry initiatives supported

Industry

- Sector committed to development of “Student Mobility Charter”
- Further development data collection mechanisms and measuring outcomes
- Establishment of recognised ‘standards of good practice’
- Industry represented within mobility working groups
- Mobility research – repository
- Increased & meaningful collaboration w/respective peak industry bodies OS

The Next 25 years: International Learning Mobility in Australia

Institutional

- AUS unis will compete on the suite of international learning mobility opps
- Student driven mobility
- True internationalisation of AUS campuses
 - curriculum
 - extracurricular global leadership style programs
 - virtual mobility
 - increased diversity in international staff (teaching)
- Comprehensive student engagement via mobility: pre/during/post
- Community & Industry engagement/outreach
- Students will seek 'outcomes' based experiences
- Dual Degree programming increased – UG & PG
- Faculty targets for mobility
- BALANCES – diversifying outbound destinations (12% 2010)