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

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## Phases of Internationalisation of Australian Higher Education: Student Mobility

<table>
<thead>
<tr>
<th>Period</th>
<th>Prime Characteristics</th>
<th>Student Mobility</th>
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</thead>
</table>
| 50s & 60s Colombo Plan  | • Aid diplomacy  
                         • Asia focus  
                         • Post WWII new world order response  
                         • Regional capacity building         | • Focused on individuals rather than institutional relationships  
                         • Elite students in and out  
                         • Mainly for HDR studies            |
| Late 80s – early 00s Post Dawkins Era | • Recruitment of fee-paying international students  
                                         • Opportunistic and entrepreneurial  
                                         • Success in international recruitment markets | • 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 | • 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 | • 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 |

Statistics on mobility

Graph showing the number of mobile students in the USA and Australia from 1986 to 2010. The number of mobile students in the USA shows a steady increase, while the number of mobile students in Australia is relatively low and shows a more gradual increase.
Where were you in 1986?
U.S. study abroad duration

1985/86: 18% academic year, 9% short-term
2009/10: 50% academic year, 4% short-term
Self-awareness & C1

Professional development

Intercultural competence

Intellectual growth

Personal 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
SA program growth

Graph showing the growth of SA programs over time, with data points for each year from 1971-72 to 2010-11.
Stable to 1995 Task Force

Tripled 1995 - 2008
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
experiential

Programming

Freshman seminar
Internship
Community engagement
Graduate
Noncredit-bearing
‘unpacking’ seminars
Connected to campus
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
  - Savvy consumer
  - Choice of when, where, how
International Learning Mobility: The Next 25 years – Policy, Practice and Innovation in U.S. and Australia

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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 (AU IDF)
- 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

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange</td>
<td>6,696</td>
</tr>
<tr>
<td>Other Semester or Year Programs</td>
<td>228</td>
</tr>
<tr>
<td>Short Term Programs</td>
<td>5,889</td>
</tr>
<tr>
<td>Placements or Practical Training</td>
<td>2,650</td>
</tr>
<tr>
<td>Research</td>
<td>2,309</td>
</tr>
<tr>
<td>Other</td>
<td>568</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18,340</strong></td>
</tr>
</tbody>
</table>


- 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**

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

- 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)

<table>
<thead>
<tr>
<th>Decile</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>573</td>
<td>18%</td>
</tr>
<tr>
<td>9</td>
<td>521</td>
<td>16%</td>
</tr>
<tr>
<td>8</td>
<td>373</td>
<td>11%</td>
</tr>
<tr>
<td>7</td>
<td>413</td>
<td>13%</td>
</tr>
<tr>
<td>6</td>
<td>257</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>239</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>230</td>
<td>7%</td>
</tr>
<tr>
<td>3</td>
<td>234</td>
<td>7%</td>
</tr>
<tr>
<td>2</td>
<td>236</td>
<td>7%</td>
</tr>
<tr>
<td>1</td>
<td>186</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>3,262</td>
<td>100%</td>
</tr>
</tbody>
</table>
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
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)